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ABSTRACT

This catalog of career education ideas and resources was developed to communicate the results of 1977 projects funded by the Office of Career Education. Ideas are grouped in four major sections: (1) Classroom--with an emphasis on career awareness activities, infusion, and non-discriminatory attitudes toward the handicapped; (2) Community Resources--what these are and how to tap them; (3) Counseling and Guidance; and (4) Management--including promotion, implementation, staff roles, information exchange, and State Boards. Each page is headed by a statement that expresses a career education idea and its relation to a specific facet of education, while the Table of Contents also lists these ideas and specific activity titles. The catalog offers brief outlines or descriptions of ideas applicable from elementary through postsecondary education, with an indicator after each idea identifying origin. Further information can be obtained by reference to the Locator Pages appended. Most of the materials included are actual products of projects, although some were adapted to suit this format. (CP)

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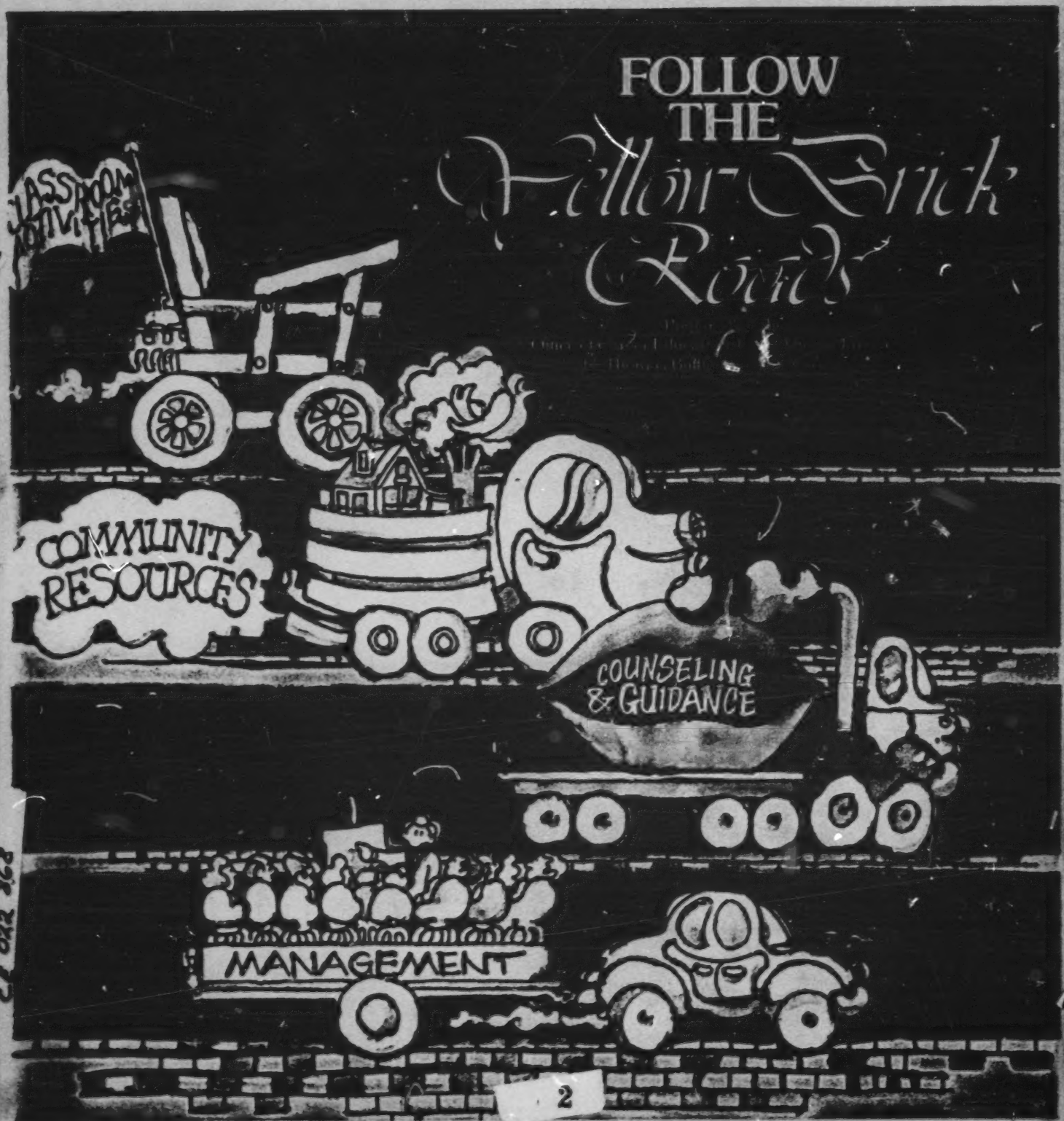

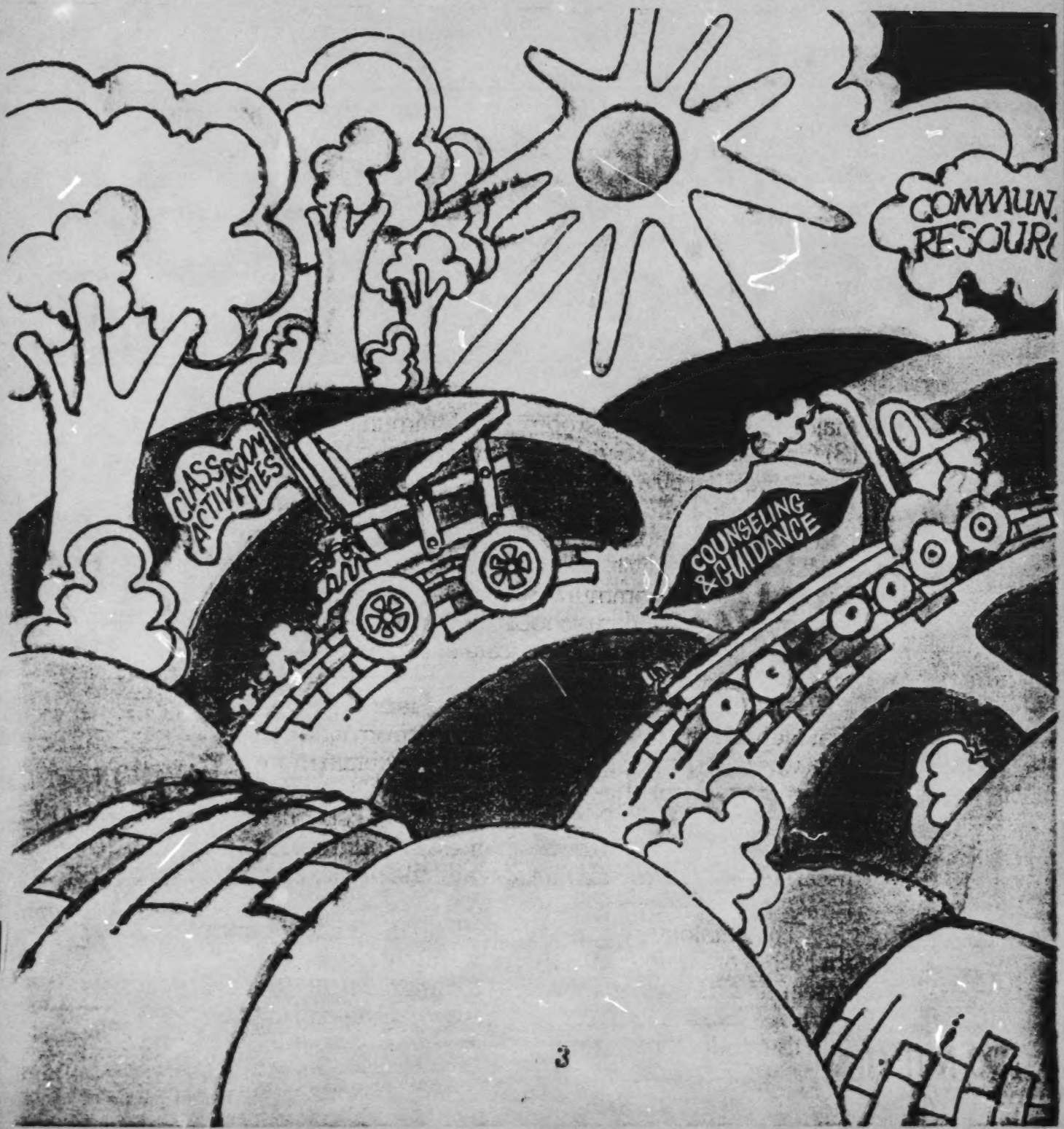
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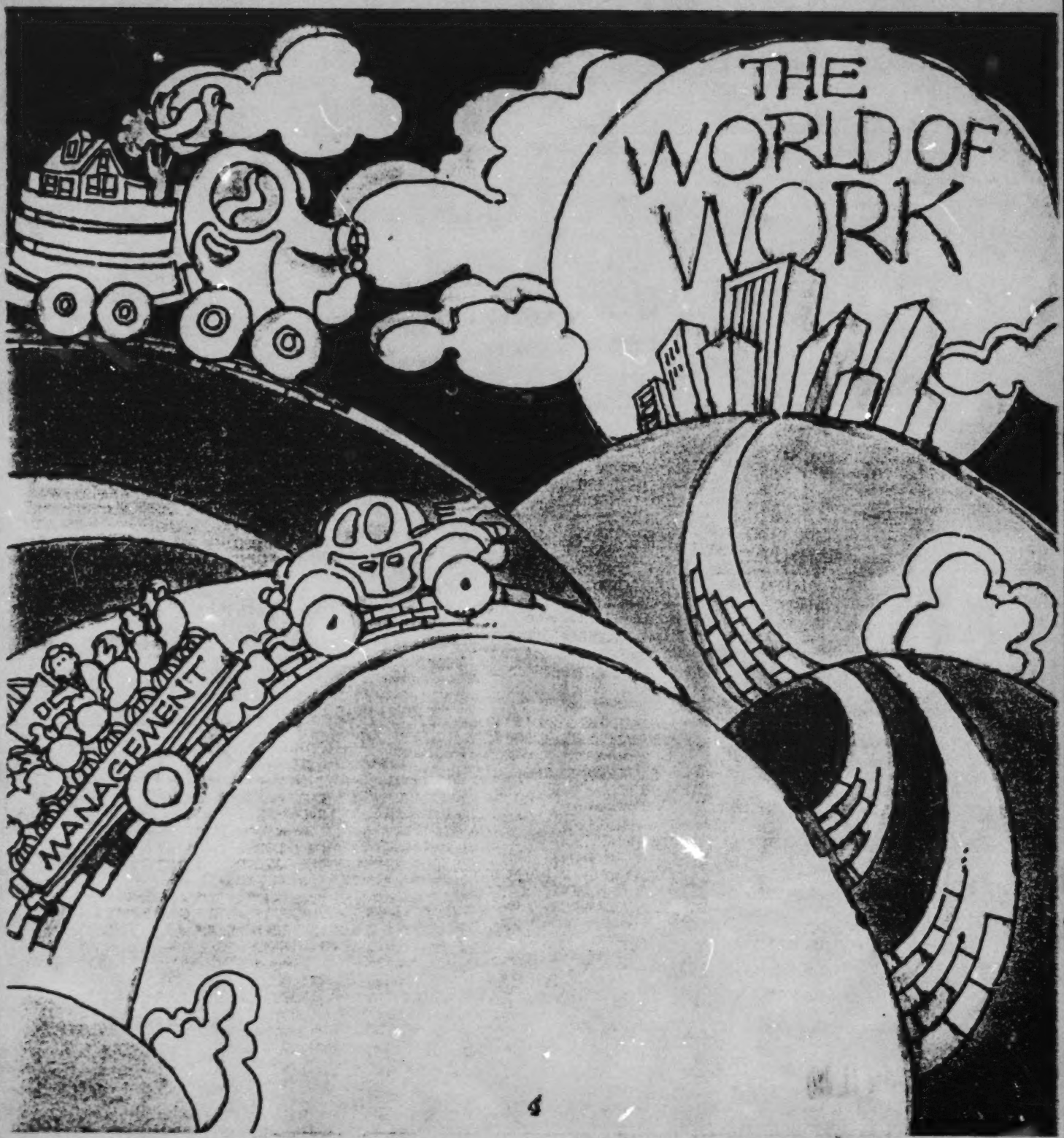
COUNSELING & GUIDANCE
COMMUN.
RESOUR


THE WORLD OF WORK
MANAGEMENT

INTRODUCTION

Follow the Yellow Brick Roads was developed to communicate the results of projects funded by the Office of Career Education for fiscal year 1977. Thomas Buffington and Associates (TBA) has made every possible effort to include actual materials (activities, graphics, and photos) produced by the projects. Unfortunately, some projects were not able to provide TBA with materials that readily coincided with the format of the catalogue. Thus, in some cases, TBA had to adapt materials that were available.

This catalogue contains career education ideas in four major sections: (1) Classroom, (2) Community Resources, (3) Counseling and Guidance, and (4) Management. Each page is headed by a statement that expresses a career education idea and its relationship to a specific facet of education. The Table of Contents lists these ideas, as well as the title of each activity. Ideas are included for educational practitioners and community persons from elementary through post-secondary schools. Users of the catalogue are free (and encouraged) to duplicate and use any of the ideas presented.

At the end of each idea presented is an "indicator" that identifies the title of the publication from which the idea was taken, the city, and the state. To obtain more information about any of the ideas, use the "Locator Pages" provided at the end of the catalogue. In this section, listed alphabetically by state, are the names and addresses of all fiscal year 1977 Project Directors and the names of each project.

This catalogue was developed with the guiding principle that there are many paths to a meaningful and productive career and many roads to a sound career education effort. We hope you will find some of these roads helpful to you and the students you serve.

ACKNOWLEDGEMENTS

Thomas Buffington and Associates would like to thank the staff members of the many career education projects who contributed materials for this catalogue and also recognize the tremendous contributions that were made by Mr. Terry Newell, Project Officer at the Office of Career Education.

Accolades, also, must be given to many persons at Thomas Buffington and Associates, but especially those who "followed the yellow brick roads" to the completion of this catalogue—namely:

Mary M. Hooks . . . . . Project Director
Sue Korenbaum . . . . . Project Staff
Andy Attilis . . . . . Graphic Designer
Mary Sheppard . . . . . Production Staff
Adrienne McCollum, Ed.D . . . . . Vice-President

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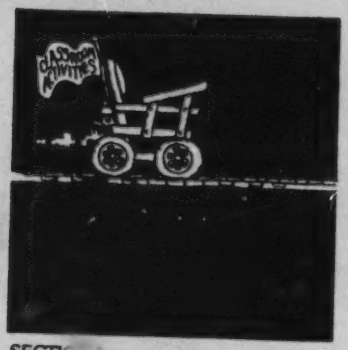

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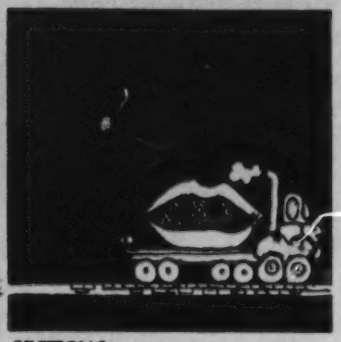

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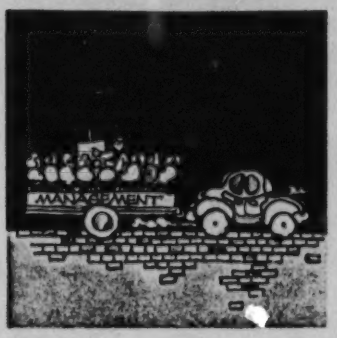

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Career Awareness Takes Place Even Through "Fun 'N Games"

CAREER ALPHABET

Would you believe that a single task like learning the alphabet could be integrated with knowledge about the world of work along with all the basic skills? Well it can be and has been!

At Roosevelt School in Nampa, Idaho, a learning activity called "Career Alphabet" accomplished this feat for second grade students. Listed below are the techniques used.

1. Review letters of the alphabet—both orally and written.
2. List occupations to correspond to each letter of the alphabet.
3. Illustrate a selected letter and occupation.
4. Display pictures in alphabetical order and arrange in "fold-out" class booklet.
5. Prepare bulletin board of workers.
6. Research for materials about "how our alphabet began."
7. View filmstrips and listen to records and stories about workers
8. Discuss careers.
9. Learn "The Alphabet Song."
10. Prepare a list of Key Words used.

Adapted from ESEA Title III Project WOW, and used in Project "World of Work," 1977, Nampa, Idaho.

CAREER AWARENESS TAKES PLACE EVEN THROUGH "FUN 'N GAMES"

POPCORN

Just imagine the joy exuding from 21 students at the Lakeview School in Nampa, Idaho from popping, selling and eating popcorn at school.

Yet, while having so much fun, these youngsters were receiving:

1. Math concepts—measuring popcorn, adding, subtracting, multiplying and dividing both real and play money.
2. Language Arts concepts—Identifying and using new vocabulary words in oral and written work.
3. Health concepts—discussing nutritional value of popcorn vs. sweet candy.
4. Career awareness and consumerism concepts—taking out a loan and learning how much money it costs when one borrows on other pupils' money, as well as the principles of business and the responsibilities of business people.
5. Science concepts—taking a field trip to Crookham's Company to see five different kinds of corn and the process involved in production of it for selling it to the public.

Adapted from ESEA Title III Project WOW, and used in Project "World of Work," 1977, Nampa, Idaho.

Career Awareness Takes Place Even Through "Fun 'N Games"

DOLL MAKING

Making dolls can lead to learning and fun at the same time. At least that's what second grade students at Lakeview School in Nampa, Idaho think.

In a unit designed by their teacher, the students learned basic skills and careers in sewing by designing and making their own dolls. Objectives for the unit indicate that students will be able to:

1. Read from patterns.
2. Identify and match puzzle pieces from new vocabulary.
3. Compose stories about the process involved in making scarecrows.
4. Use their rulers to measure each strand of hair before stitching.
5. Design scarecrow faces from geometric shapes.
6. Develop an awareness of opportunities in the area of sewing.

To culminate this activity, a field trip was taken to high school home economic classes. High school home economics students made clothing for the dolls and sewed the bodies of the dolls together. With the help of the elementary school second graders, the bodies of the dolls were stuffed and the heads sewn on.

Adapted from Cooperative Unit Between ESEA Title III Project WOW E25 and Vocational Funded Nutrition Turn-On, and used in Project "World of Work," 1977, Nampa, Idaho.

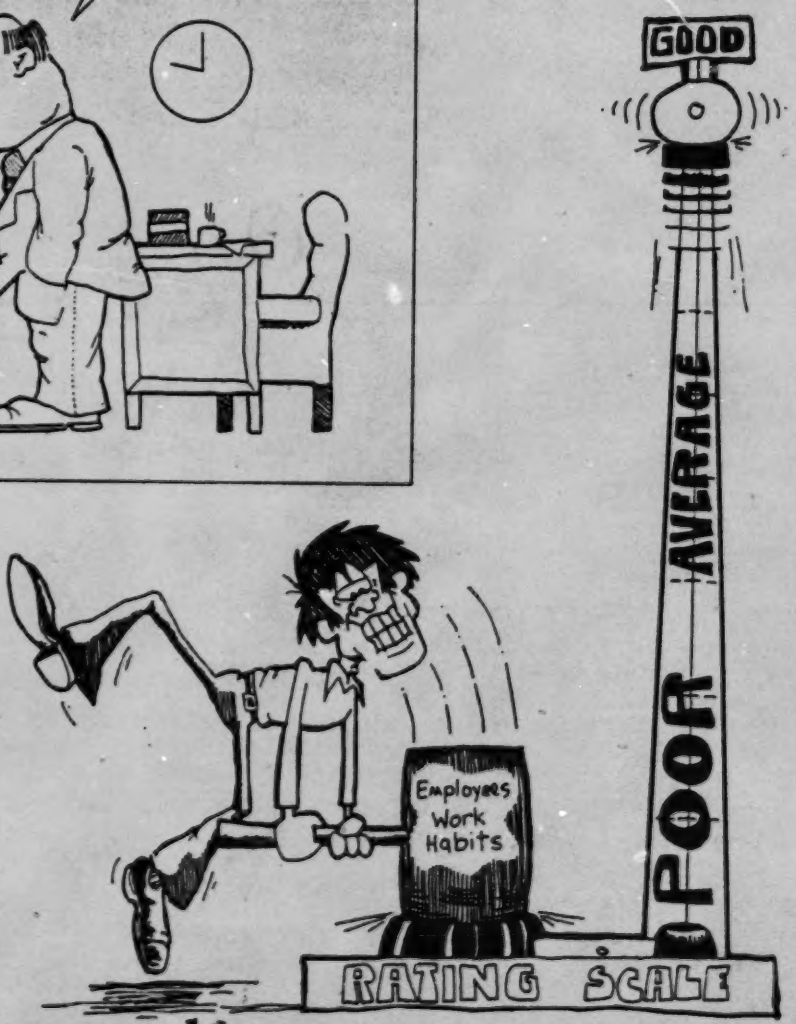
WORK HABITS AWARENESS HELPS CONTRIBUTE TO CAREER SUCCESS

Making Time Count

Awareness of the importance of good work habits maintains a key place in Volusia County, Florida's Project SPICE. In one of their units called "Making Time Count," students will be (1) learning skills that will aid them in maintaining a job in the future or in establishing a good school record, (2) learning about some of the things that happen if they are frequently absent or late for work, and (3) learning what they should do when they get to the job site or school.

In relation to this unit, a book called *Good Work* has been developed for use of students which contains world of work situations and suggestions/recommendations to assist them as they enter into their chosen careers. After the teacher-assigned pages of *Good Work* are read, discussions, role playing and activity sheets relating to the topic are used to further the awareness of various work habits being emphasized.

Adapted from "Employability Skills," Volusia County, Florida.

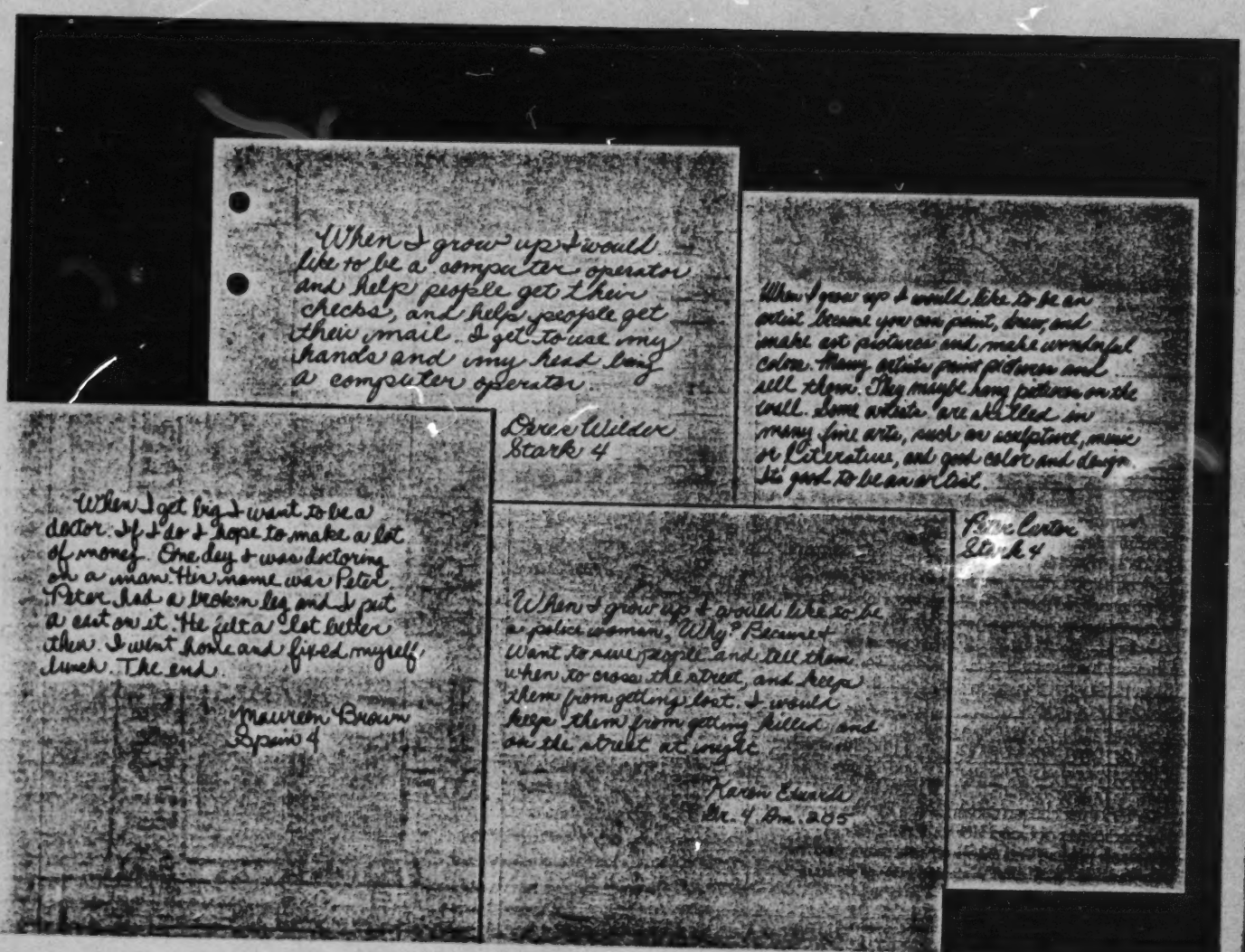


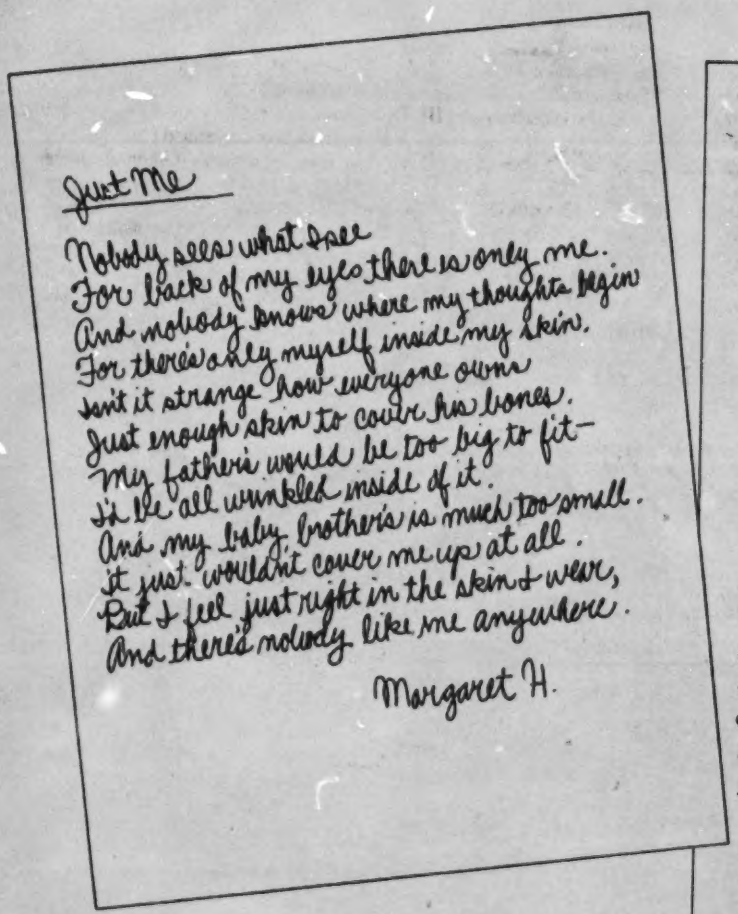
CAREER EDUCATION... STUDENTS' NEWS AND VIEWS

I would like to be...

Students in the Detroit Public Schools are encouraged to think and write about all the many things they might be. Career awareness is expanded in the process.

Quotes taken from Students' News and Views, Detroit Public Schools, Detroit, Michigan.

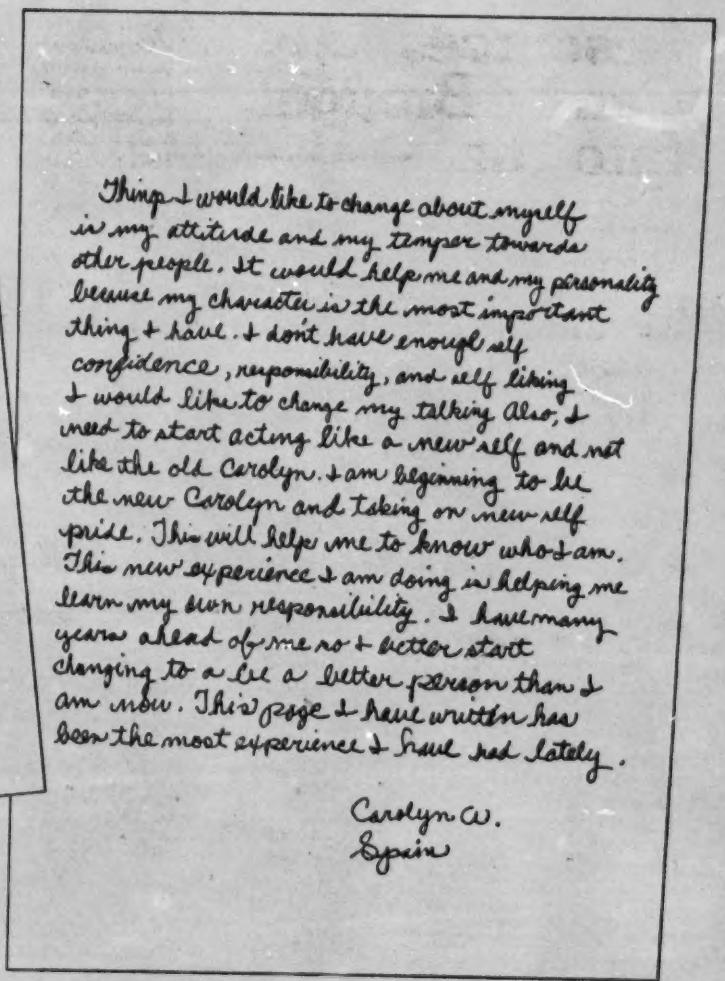

When I grow up I would like to be a computer operator and help people get their checks, and help people get their mail. I get to use my hands and my head being a computer operator.
Steve Wilder
Stark 4
When I grow up I would like to be an artist because you can paint, draw, and make art pictures and make wonderful colors. Many artists paint pictures and sell them. They maybe hang pictures on the wall. Some artists are skilled in many fine arts, such as sculpture, music or literature, and good color and design. It's good to be an artist.
Peter Carter
Stark 4
When I get big I want to be a doctor. If I do I hope to make a lot of money. One day I was doctoring on a man. His name was Peter. Peter had a broken leg and I put a cast on it. He felt a lot better then. I went home and fixed myself lunch. The end.
Maureen Brown
Spain 4
When I grow up I would like to be a police woman. Why? Because I want to save people and tell them when to cross the street, and keep them from getting lost. I would keep them from getting killed and on the street at night.
Karen Edwards
Dr. 4 Rm. 205



Just Me

Nobody sees what I see
For back of my eyes there is only me.
And nobody knows where my thoughts begin
For there's only myself inside my skin.
Isn't it strange how everyone owns
Just enough skin to cover his bones.
My father's would be too big to fit—
It'd be all wrinkled inside of it.
And my baby brother's is much too small.
It just wouldn't cover me up at all.
But I feel just right in the skin I wear,
And there's nobody like me anywhere.

Margaret H.



Things I would like to change about myself is my attitude and my temper towards other people. It would help me and my personality because my character is the most important thing I have. I don't have enough self confidence, responsibility, and self liking I would like to change my talking Also, I need to start acting like a new self and not like the old Carolyn. I am beginning to be the new Carolyn and taking on new self pride. This will help me to know who I am. This new experience I am doing is helping me learn my own responsibility. I have many years ahead of me so I better start changing to a be a better person than I am now. This page I have written has been the most experience I have had lately.

Carolyn W.
Spain

CAREER EDUCATION... STUDENTS' NEWS AND VIEWS

SELF-AWARENESS

Awareness of self—one's strengths, weaknesses, values and interests—is essential to later answering the question: What work do I want to do?

Emerging self-awareness is evident in the writing of these students from Spain Middle School, Detroit, Michigan.

Quotes taken from Student News and Views, Detroit Public Schools, Detroit, Michigan.

Remote Resources Can Be Brought Into The Classroom

What's A Telelecture?

Q. How can 15 students talk to a Senator *at* the Capitol (or a mechanic *at* the shop, or a baker *at* the bakery, or a florist *at* a flower shop, or... or...) without ever leaving the school?

A. By using a telelecture!

A telelecture is a telephone conversation/interview heard by a group of students through an amplifying device—a portable conference telephone.

How does one use this marvelous invention? It's easy! Just follow these steps:

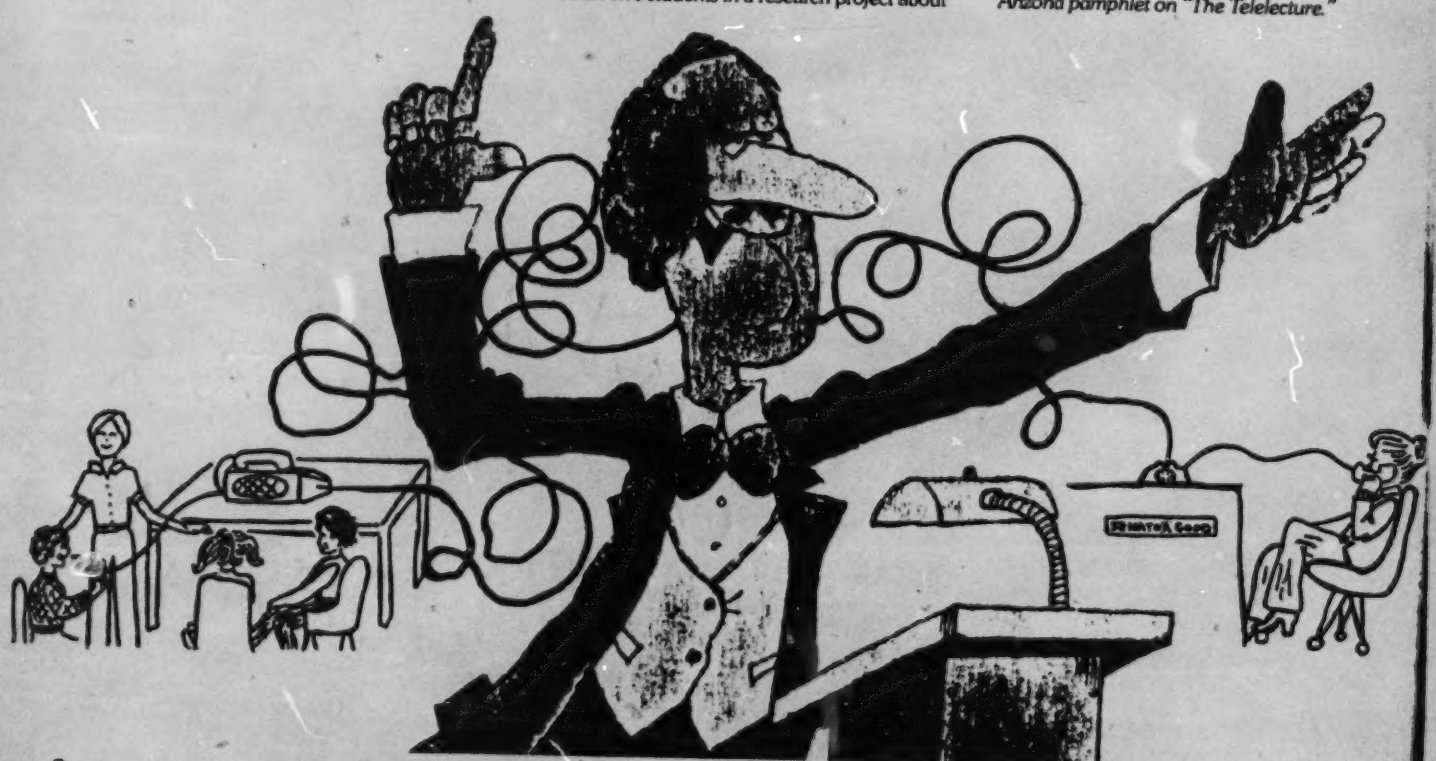
I. Establish a Community Resource Service. The Community Resource Service will:
- a. With your students, write questions you will be asking speaker.
- b. Forward your questions to speaker.
- c. Make all arrangements for call.
- d. Have the telelecture unit delivered to school. (If requested, a CRS staff person will come and instruct you on the use of the unit.)

II. Do *Pre-Activities* that are appropriate for your topic and level such as:
- a. Brainstorm questions with students for interview.
- b. Gather and display visuals relating to the speaker on his/her job.
- c. Show films on this topic.
- d. Speculate on answers the resource person may have to your questions.
- e. Rehearse the telelecture by interviewing other students.
- f. Discuss concepts relating to speaker's occupation.
- g. Design a bulletin board.
- h. Involve students in a research project about the speaker's occupation or related occupations.
- i. Encourage exploration of a reading center you have set up.

III. Doing the telelecture.
- a. Place the call at a specified time.
- b. Make opening remarks (Greeting, identification of self or group, remarks from the speaker if desired).
- c. Explain the procedure to be used (a selected panel may ask questions or a microphone can be passed among students).
- d. Conclude the telelecture (Determined by the pre-established time limit or a sufficient number of questions).
- e. Thank the speaker, say good-bye and hang up.

Telelecture is an excellent developmental activity. It enhances self-concepts and personal values, exposes students to the world of work settings and requires involvement through interpersonal skills, planning interdependence and acceptance of all workers.

Adapted from Mesa Public Schools, Mesa, Arizona pamphlet on "The Telelecture."



Work Has An Impact On Personal Life

THE END OF THE DAY

The idea that one can "leave one's work at the office" is not as true as one would like to believe. In order to illustrate the impact of one's job on one's overall life, eighth grade students in Montgomery, Alabama were asked to perform the following activity as a part of their career education unit on Appreciation and Attitudes as they relate to health oriented careers.

1. Students role-played a typical hospital day, placing special emphasis on the job responsibilities required for each job. They also included the role of a patient so that the interaction between the hospital staff and the patient could be displayed.
2. Once the scene was enacted, students were asked to write a dialogue of an imaginary conversation that might take place between themselves and an imaginary spouse, at the end of the day. Included in the dialogue were the day's events and the feelings associated with them.
3. Students then chose partners and recited their dialogues.
4. Discussion followed focusing on the effects that a day's events can have on one's mood for the evening.

Adapted from: "Career Education Curriculum Model" Montgomery, Alabama.

RESOURCE CENTERS HELP FOSTER CAREER EDUCATION

Let Your Fingers Do The Dialing!

A good many hours searching for activities and materials which will enrich the career education program are spent by teachers every year. Some of the most exciting experiences possible can be arranged in little more time than it takes to dial the telephone. At least that's the way it is in the Jefferson County Schools, Monticello, Florida. Through their "I Believe in Kids" project, a Resource Bank is readily available which will:

1. Locate resource speakers.
2. Schedule the resource speaker.
3. Inform resource speaker with details concerning grade and age of students, specific items to be discussed and the relationship of the resource experience to the total program.
4. Make necessary arrangements for out-of-county field trips.
5. Chaperone student groups on career education field trips.
6. Provide direct line telephone service for assistance.
7. Provide "Career Education" boxes in each school for needed assistance by way of mail.
8. Provide lists of companies which encourage visits by small groups.
9. Provide lists of community agencies which will employ selected students on either a full or part-time basis.
10. Advise and/or work with students interested in a particular field or occupation.
11. Arrange shadowing experiences for students as a result of their community contacts.
12. Provide teachers with lists of parents who wish to participate in career education and other school related activities.

Adapted from Jefferson County Career Education Community Resource Bank, Monticello, Florida.

Career Education Can Be Infused Into Art

HAPPENINGS IN THE WORLD OF ART

Broward, Orange, and Pinellas Counties in Florida infused career education into art through various activities.

The activities cover a range of career education topics, including career awareness, career exploration, job skill preparation, the development of employability skills, and even improved attitudes toward school.

Several activities and curriculum objectives are displayed here.

ACTIVITY

Much of what we do in art can lead to a salable skill, provided the student develops the needed processes and techniques. After teaching a unit on Macrame, the custom creations by some of my students began to be sold through local nursery and florist outlets. The demand got to be so great that they enlisted the help of other students in my class.

Baxter M. Rains
Dunedin Sr. High School
Pinellas County

ACTIVITY

Through the process of teaching block and silk printing, students did individual layouts. By understanding the basic commercial process and requirements, some become very proficient in sign design and lettering. Several small specialty shops are using these students on a part-time basis.

Baxter M. Rains
Dunedin Sr. High School
Pinellas County

ACTIVITY

I've found art a perfect place to incorporate career information. We studied a unit on occupations relating to art, including cartoonist, engineer, interior designer, commercial artist, sign painter and others. Students performed tasks relating to each occupation.

Hazel Von Barnpus
Maynard Evans High School
Orange County

ACTIVITY

Our school was subject to frequent attacks of vandalism. Most of the exterior walls were smeared with obscenities. This problem was considered a challenge to my art classes, who with basic instruction from me and permission from the school principal, began a series of wall murals. Done in a contemporary symbolic form that represented the lifestyles, problems, and concerns of most of the inner city students, our school has become a symbol of artistic expression that is not only acceptable to the eye, but a source of pride to the immediate community.

Claire Lieberwitz
Hallandale Sr. High School
Broward County

OBJECTIVE

The student will design and construct a label for a soup can and a package design for a product. For a related career, he will identify the responsibilities involved, the qualifications and training required, and the remuneration possible.

Career Education
Broward County

OBJECTIVE

The student will construct a collage which illustrates the job and lifestyle of a photographer and will photograph, develop, and print a photographic essay related to a specific area which a working photographer would cover.

Career Education
Broward County

OBJECTIVE

The student will submit six thumbnail sketches for a fashion layout which will sell a particular garment.

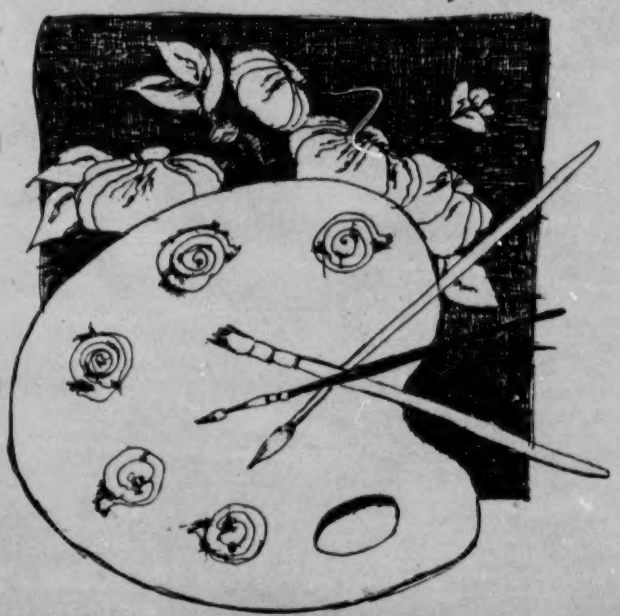
Career Education
Broward County

OBJECTIVE

The student will demonstrate employability skills by preparing a portfolio and collection of slides of his best work to be presented to an employer.

Career Education
Broward County

Adapted from Developmental Career Packet, The School Board of Broward County, Florida.



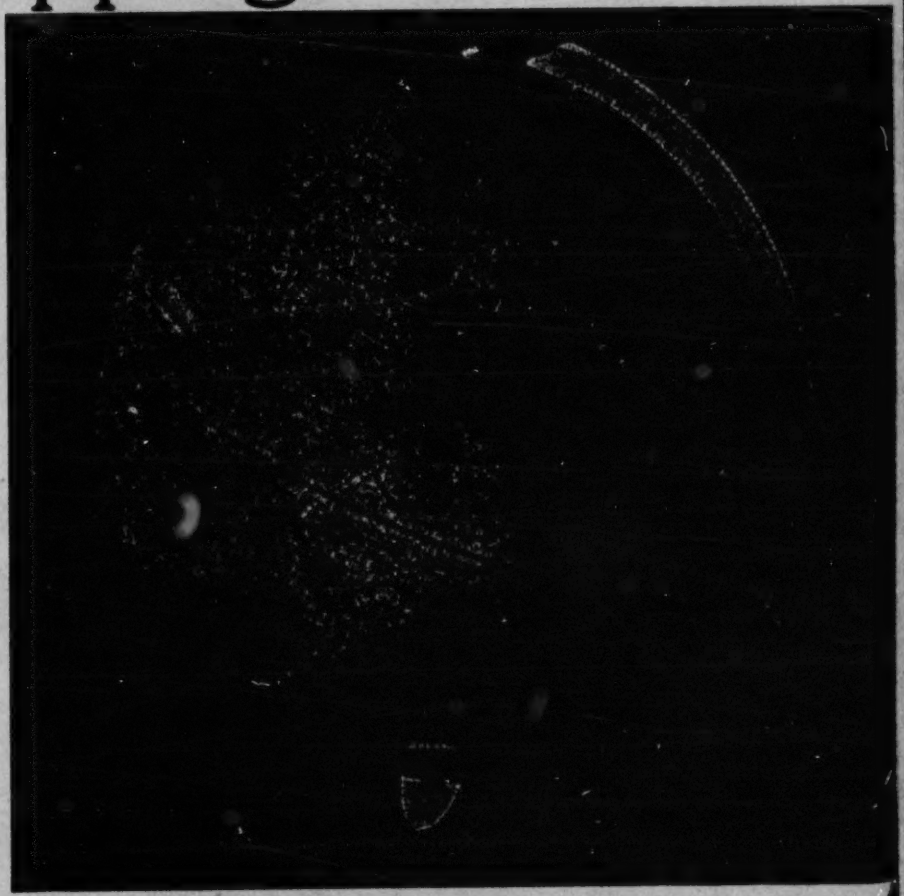
CAREER EDUCATION CAN BE INFUSED INTO SOCIAL STUDIES

Career Mapping

Third graders in Hazard, Kentucky learn about jobs while at the same time learning about geography. Here's how:

1. Make a large map of the United States indicating major geographic features, e.g. mountains, rivers, deserts, etc.
2. Identify career areas that are related to careers within each career cluster, e.g. hospitals, transportation, ecology, utilities, communication, and have students check out books from the library about careers that they are interested in. Discuss how their options for careers would differ if they lived in a different geographic area.
3. Have students gather pictures that portray workers in different careers. Identify those that are suitable to different geographic regions of the map and paste them onto the map.
4. Divide the class into groups of four and have each group list the most local or national careers in one major or specialized career cluster, e.g., Natural Resources, Transportation, Agribusiness, etc.

Adapted from: "Grade 3 Career Education Units for Newspaper, Coal Mining, Railroad Workers, Meat Industry, Law Enforcement, Public Service, Dairy Farm, Supermarket, Library." Hazard, Kentucky.



Career Education Can Be Infused Into Math

HOW MUCH DOES IT PAY?

Career education is a thread that weaves through all subject areas: math is no exception. Teachers simply match career outcomes or themes with applicable instructional objectives and plan activities that accomplish both at the same time.

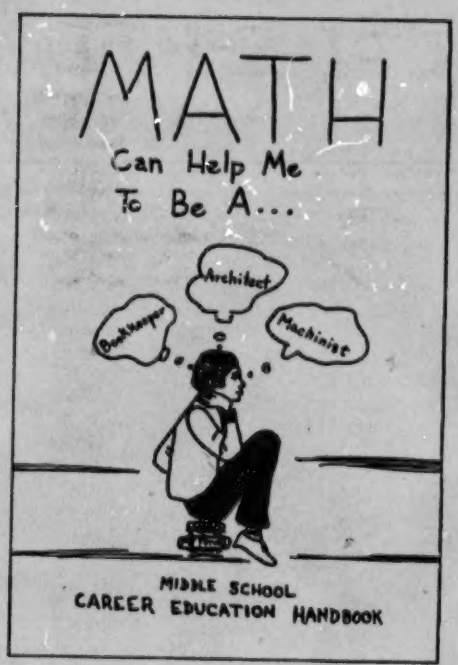
An activity which infused economic awareness into math was used by sixth grade students in the Jefferson County Public Schools, Louisville, Kentucky.

Upon providing students with a ditto copy of the following chart, they were given these instructions:

Each job listed in the employee column is followed by the number of hours worked for an entire week and the hourly wage paid to an individual performing the job. Based on the information provided fill in the rest of the form.

This activity enables students to: Add and subtract decimal fractions using addends involving tenths, hundredths, thousandths and multiply decimal fractional numbers, including factors of tenths and hundredths.

Adapted from "Middle School Career Education Handbook," Jefferson County Public Schools, Louisville, Kentucky.



EMPLOYEE	M	T	W	T	F	REGULAR HR. RATE	OVERTIME RATE (DOUBLE THE RATE)	40 HOURS REG. WEEK	HOURS WORKED OVERTIME	OVERTIME WAGES	REG. WAGES	TOTAL WAGES
Sports Announcer	8	9	8	7	9	3.88						
News Announcer	8	8	9	8	9	3.96						
Camera Operator	9	8	9	9	9	4.10						
Musician	8	8	8	8	8	3.45						
Actor	8	8	10	9	10	3.65						
Actress	8	9	10	10	10	4.75						
Scriptwriter	9	10	10	10	10	5.10						
Secretary	8	8	6	0	8	3.95						
Lighting Tech.	8	8	8	8	8	3.54						
Sound Technician	9	8	9	8	10	4.05						
Recording Artist	8	7	8	10	10	4.00						
Set Designer	8	8	9	10	10	3.89						

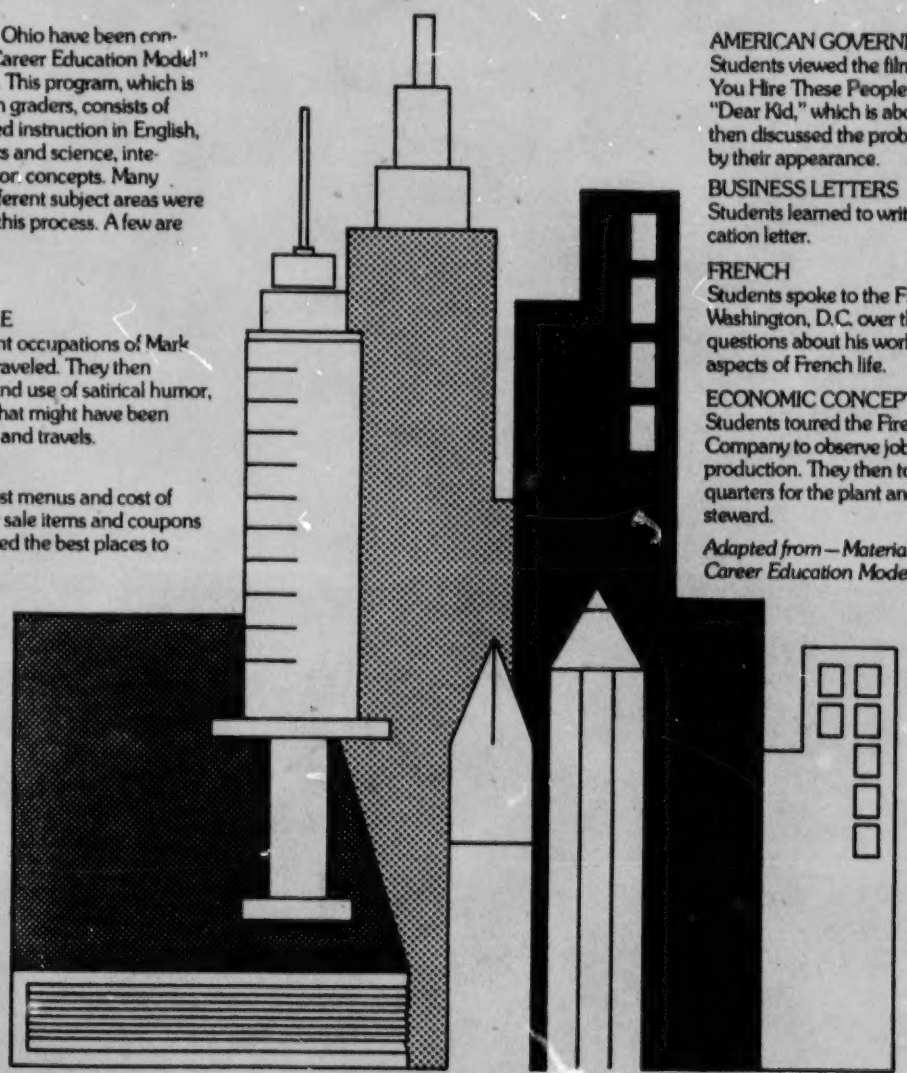
CAREER EDUCATION CAN BE INFUSED IN SENIOR HIGH SCHOOL

Courses For The Real World

Stow City Schools in Ohio have been conducting a "High School Career Education Model" program for the past year. This program, which is designed for 11th and 12th graders, consists of individualized, personalized instruction in English, social studies, mathematics and science, integrated with career education concepts. Many classroom activities for different subject areas were developed to accomplish this process. A few are outlined below.

AMERICAN LITERATURE
Students listed the different occupations of Mark Twain and the places he traveled. They then analyzed his writing style and use of satirical humor, and identified influences that might have been related to his occupations and travels.

HEALTH
Students discussed low-cost menus and cost of food. They also looked for sale items and coupons in the paper and determined the best places to shop.



AMERICAN GOVERNMENT
Students viewed the film, "A Job Interview—Would You Hire These People?" and read the story, "Dear Kid," which is about a job interview. They then discussed the problems of judging people by their appearance.

BUSINESS LETTERS
Students learned to write an effective job application letter.

FRENCH
Students spoke to the French ambassador in Washington, D.C. over the PCT. He answered questions about his work and about various aspects of French life.

ECONOMIC CONCEPTS
Students toured the Firestone Tire & Rubber Company to observe jobs related to assembly line production. They then toured the Union Headquarters for the plant and spoke with a plant steward.

Adapted from—Materials from the "High School Career Education Model," Stow, Ohio.

LEARNING CONTRACTS ENHANCE CAREER DEVELOPMENT

LIBERAL ARTS--CAREER INFUSION

Building career education into the academic mainstream of a small liberal arts college isn't easy. But it's being done at Birmingham-Southern College, Birmingham, Alabama. One major approach is the learning contract—a formalized agreement between the student and the college on what is to be done, how it is to be evaluated, and how it relates to the student's and college's goals.

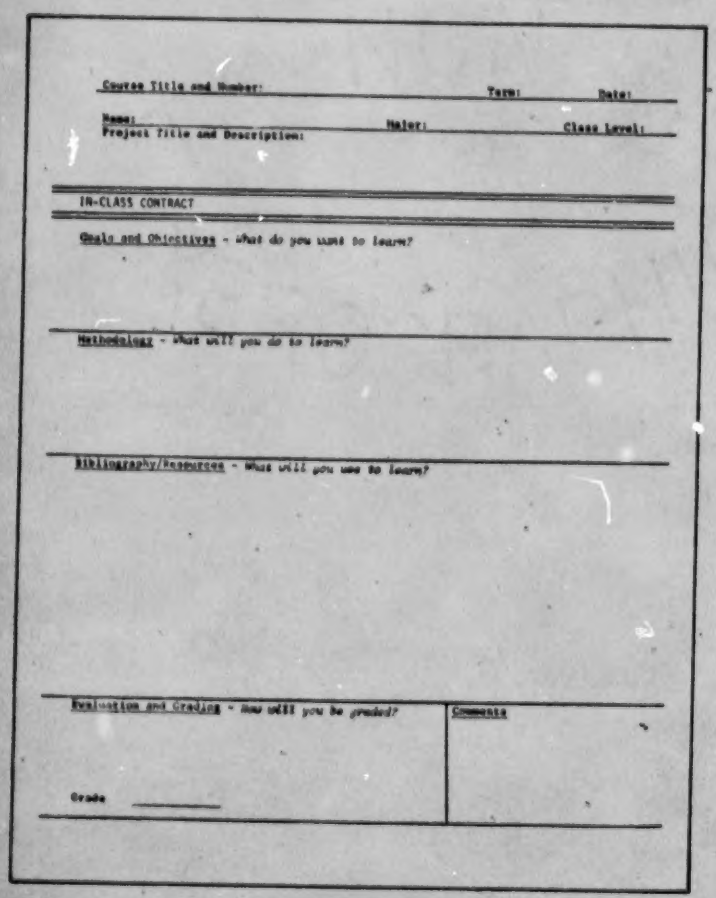
Three types of contracts are possible: (1) in-class contracts, in which the student completes an independent project as part of a regular course; (2) out-of-class contracts, in which the student completes a specific project or course outside the regular course offerings; and (3) individualized major contracts, in which the student designs his/her major in response to specific needs and career interests.

With any type of contract, close faculty supervision and participation is built in, and the content of the contract is formalized.

Illustrated here is a copy of an in-class contract form and a description of how contracts have been used:

As part of a course in General Statistics, students were required to choose a particular question to be studied by statistical methods and actually carry out a statistical study of the question. A pre-med student studied the difference in smoking habits among pre-med students at two schools; a business student studied the relationship between average prices of certain common stocks in 1977 and 1978; and another business student studied the difference in tipping habits between drinking and non-drinking customers in a restaurant.

Adapted from—"The Language of Learning Contracts: A Handbook," and other project materials Birmingham Southern College, Birmingham, Alabama.



Course Title and Number: Term: Date:

Name: Major: Class Level:
Project Title and Description:

IN-CLASS CONTRACT

Goals and Objectives - what do you want to learn?

Methodology - what will you do to learn?

Bibliography/Resources - What will you use to learn?

Evaluation and Grading - How will you be graded? | Comments

Grade _____

William J. Boardman - Astronomy

General Astronomy

Contracting was an option for increasing a student's average one letter grade. No A's were given without a satisfactorily completed contract.

This method was the only way students in such a large class (about 50) could be involved in an individual way. The variety of projects ranged from papers to planetarium demonstrations, and many were career-related. Several students in teacher education gained experience by giving shows to school children.

I would use contracts in this way again. The main change would be to offer more guidance based on the experiences of students last spring and to allow more time for consultation early in the term.

Simulating Business In The Classroom Enhances Student Learning

DOING BUSINESS

Operating business machines, filing paper and typing correspondence are important to a business. Elementary career laboratory activity stations are methods utilized by students in Dade County Public Schools, Miami, Florida. They are a means of relating basic skills in a realistic situation to the world of work.

The elementary career laboratory activity stations, more often referred to as Business Labs, are set up in this manner:

SETTING UP A BUSINESS LAB

Have students arrange one corner of the room in a lab setting by putting tables and chairs together to give an office atmosphere. Students can build filing cabinets using shoe boxes or cardboard boxes.

Set up stations within the business lab which stress particular skills. You could utilize activity task cards which would allow students to work at these stations in their free time or as part of a specific assignment. Task cards can be placed in an incoming basket at each station. Students then may place completed work with the task cards in the outgoing basket.

The activity center may be turned into headquarters for a class newspaper or post office. Students may provide the secretarial and business work required and take care of incoming and outgoing news or student mail.

Various kinds of Business Labs which may be set up are filing stations, addressing envelope stations, telephone role-playing stations, proofreading stations, shorthand stations, appointment stations and office machine stations.

This is the way the Filing Station works:

WORKING AT A FILING STATION

Have students set up a file for each member of the class. Student files may be set up for various subject areas or interests. Instead of turning in completed work to you, have students place papers in the office incoming basket. Those working in the office then can file the work in the proper student files.

Students may want to bring old envelopes from home and alphabetize office mail according to the last names, cities, or company names.

Have reading groups or individuals keep files on new words they have read. Each time a new word is learned, it can be filed in that group's or individual's alphabetical file box.

A resource file on books students have read would be fun to make. After reading a book, have the students write a short descriptive paragraph about the plot and describe at least one character in the story in light of the character's career (this would be especially good for biographies). Then have the students rate the book according to the following criteria: E=Excellent, G=Good, F=Fair, P=Poor. The book reviews can be filed according to the title, author, or subject.

Another activity for the Filing Station involves cutting out tagboard cards along broken lines. Each card contains a picture along with the printed word of the picture and a circled letter in the upper right-hand corner. The cards are then placed in alphabetical order by the students. If all of the cards required for this activity are filed correctly, they will spell a secret message!

Adapted from CABS LAP, "Doing Business," Career Education Division of Vocational and Adult Education, Dade County Public Schools, Florida.

SIMULATING BUSINESS IN THE CLASSROOM ENHANCES STUDENT LEARNING

CABS LAP

CABS LAP, decoded, is Career Awareness/ Basic Skills Learning Activity Package.

One highly successful CABS LAP product is "Making a Card Assembly Line." This activity helps students discover the value of assembly lines and learn how assembly lines relate to interdependency, specialization and team responsibility. Basic skills of reading and writing are also developed through this activity.

In order to give students an idea of what a card looks like, different kinds of cards (birthday, get well, etc) are displayed. Students also may bring cards from home to share with each other. Discussion takes place as to how the cards might have been produced assembly-line style. The students are then ready to begin planning their own assembly line, along with classroom teacher assistance for specific tasks necessary for completing the product. Starters, paper cutters, paper folders, verse writers, designers, design cutters, glue applicators, decorators, and envelope stuffers can work together to produce a card.

STARTERS begin the process of arranging the paper in an orderly way to be passed along to the next workers. The PAPER CUTTERS are responsible for cutting the paper to a designated size. PAPER FOLDERS carefully fold the papers according to certain set specifications. VERSE WRITERS are responsible for the words which appear on the front and inside the card. (Two different groups can be working on this project.) The DESIGNERS draw or sketch a pattern appropriate for the occasion of the card. The DESIGN

CUTTERS cut out the pattern. The GLUE APPLICATORS glue the pattern according to the directions outlined by the designers. The DECORATORS add the finishing touches to the card. The ENVELOPE STUFFERS put the completed card in an envelope, thus culminating the assembly-line process.

A conveyor belt consisting of canvas, cardboard or plastic and made moveable by using pencils, soft drink cans or empty thread spools as rollers, may also be used in this activity.

Upon completion of the cards, students are encouraged to consider the characteristics or requirements needed by a factory worker.

Other areas involving teamwork can also be dramatized. Examples could be a one-person football team in competition with an eleven-person football team, or one person building a house as opposed to several specialty workers such as plumbers, electricians, and carpenters all working on the construction of one house.

Adapted from CABS LAP, "Making a Card, Assembly-Line Style," Career Education, Division of Vocational and Adult Education, Dade County Public Schools, Florida.

Unpaid Work Experience Helps Contribute To Career Development

"Learning-by-doing" was the approach used by seventh graders at Stinnett Elementary School in Stinnett, Kentucky as a tool for accomplishing the following career education goals:

(1) Positive attitudes towards all types of work,

(2) Decision-making skills,

(3) Human relations skills, and

(4) Positive self-concept skills.

LEARNING BY DOING

This was carried out in a career education unit entitled "Selling and Salesmanship." Included in the class activities were:

(1) Discussions of the need for products,

(2) Examinations of samples of products,

(3) Compilations of companies from which items might be purchased for resale,

(4) Interviews with resource persons, and

(5) Writing letters and filling out orders for goods to be purchased.

Besides conducting door-to-door sales after school, the class participated in sales with various companies such as Avon Products, Stanley Products, House of Lloyd Candy Company and Dutch Mills Bulb Company. Trips were made to buy products for resale and the class attended Stanley sale parties.

Incidentally, the $800 the students earned through their "Selling and Salesmanship" was presented to the school and earmarked for blacktopping an outdoor basketball court.

Taken from Career Education Newsletter (Oct.-Nov. Issue), Hyden, Kentucky.

Career Education Programs Address Efforts To Reduce Sex-Role Stereotyping

WHAT'S BEING PROJECTED?

To acquaint students with elements in our culture that have contributed to sex-role stereotyping is an important career education goal. The Career Education Service of Health Education Research, Inc., of Chicago, Illinois, has developed career education packets containing activities that deal with this area. The following activity was developed for students in grades 9-12; curriculum areas involved include social studies and communications.

THE STUDENT SHOULD BE ABLE TO:
Discuss and give examples of sex-role stereotyping related to:
- Children's nursery rhymes and stories,
- Music of today and/or yesterday, and
- Women's roles in television programs.

THINGS THE TEACHER MAY NEED:
- Book of nursery rhymes or children's stories.

ACTIVITIES:
1. Ask students to describe the following storybook characters in terms of their role or station in life, their problems, and their ambitions or dreams:
   - The Old Lady Who Lived in a Shoe (overworked housewife saddled with so many children she didn't know what to do),
   - Old Mother Hubbard (traditional mother figure who takes care of everyone's needs but her own, without too much appreciation),
   - Cinderella (mistreated stepdaughter who escapes from her miserable life through marriage) and
   - Other, as suggested by members of the class.
2. Ask students to bring records, tape recordings, or the written lyrics of three of their favorite songs to class. Play several of the records (or have the lyrics read). Then have the class analyze the lyrics of each in terms of sexist attitudes or overtones.
3. Have a student read the lyrics of "Where You Lead" (Carole King) and discuss it in terms of sex-role stereotyping.
4. Ask students to watch three "situation" shows on television that concern or at least include women in major roles. Give them the following list of questions to keep in mind while they are watching the shows:
   - What was the woman's job or role?
   - What activities did she do?
   - How did she relate to male characters in the program?
   - What kind of clothes did she wear?
   - How did other people feel about her?
   - Are roles sex-stereotyped on any of the shows watched?

   Have students report their findings to the class.

RESOURCE: Lyrics—Where You Lead (Carole King)

Wanting you the way I do
I only want to be with you
And I would go to the ends of the earth
Cause, darling to me that's what you're worth.
Where you lead, I will follow
Anywhere that you tell me to.
If you need, you need me to be with you,
I will follow where you lead.

Activities adapted by CES from the career education project, College of Education, University of Montana. Available from National Center for Career Education, P.O. Box 7815, Missoula, Montana 59807.

SELECTIVE TECHNIQUES IMPROVE STUDENT CAREER DECISION-MAKING

As You Think — So You Are

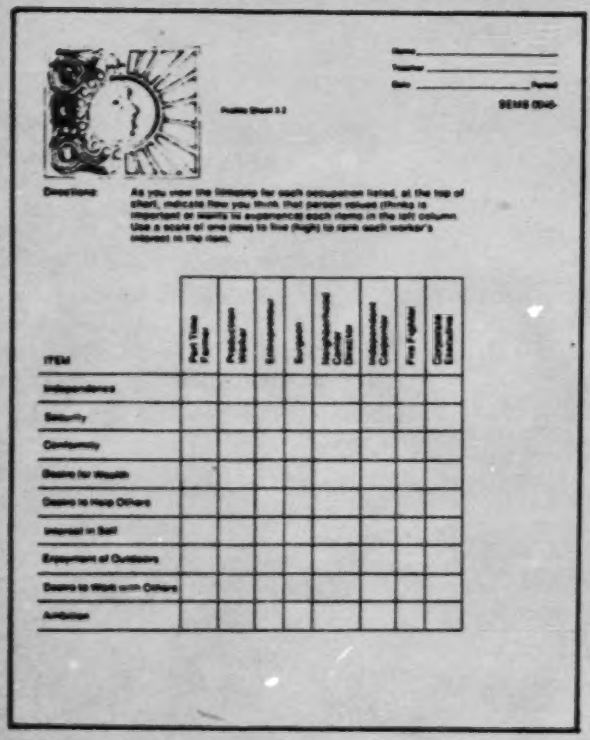
The way a person wants to live his/her lifestyle is an important consideration in thinking about career choices. Lifestyle activities help students explore attitudes, feelings, and values as they relate to careers in general.

In Lakewood, Colorado, a set of eight filmstrips with tapes (available from Guidance Associates) of ten minutes each called "Careers and Lifestyles" was used to help students learn about values and lifestyles in various careers. Filmstrip titles are: "Part-time Farmer," "Production Worker," "Entrepreneur," "Surgeon," "Neighbor Center/Director," "Independent Carpenter," "Firefighter," and "Corporate Executive." To avoid media saturation, this activity is spread out over several days.

As an introduction to this activity, a brief question/answer session is held. Two important introduction questions are: (1) Do you think in reality people's career decisions reflect or mirror their values and (2) Do you think the way a person lives is a reflection of his/her values?

After viewing several filmstrips of workers, students are given a Profile Sheet and are asked to rank how each worker values the items listed on their Profile Sheet.

Taken from "The Now and the Future," Jefferson County Public Schools, Lakewood, Colorado.



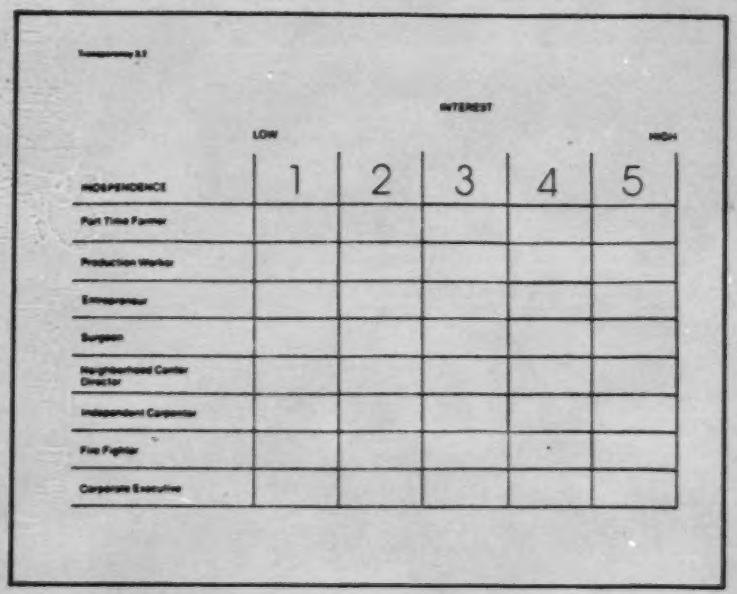
Name _____
Period _____
Date _____ Period _____

Profile Sheet 3.2

SEMS 0040

Directions: As you view the filmstrip for each occupation listed, at the top of chart, indicate how you think that person values (thinks is important or wants to experience) each items in the left column. Use a scale of one (low) to five (high) to rank each worker's interest in the item.

ITEM	Part Time Farmer	Production Worker	Entrepreneur	Surgeon	Neighborhood Center Director	Independent Carpenter	Fire Fighter	Corporate Executive
Independence								
Security								
Conformity								
Desire for Wealth								
Desire to Help Others								
Interest in Self								
Enjoyment of Outdoors								
Desire to Work with Others								
Ambition								



Transparency 3.2

INDEPENDENCE	INTEREST LOW 1	2	3	4	HIGH 5
Part Time Farmer					
Production Worker					
Entrepreneur					
Surgeon					
Neighborhood Center Director					
Independent Carpenter					
Fire Fighter					
Corporate Executive					

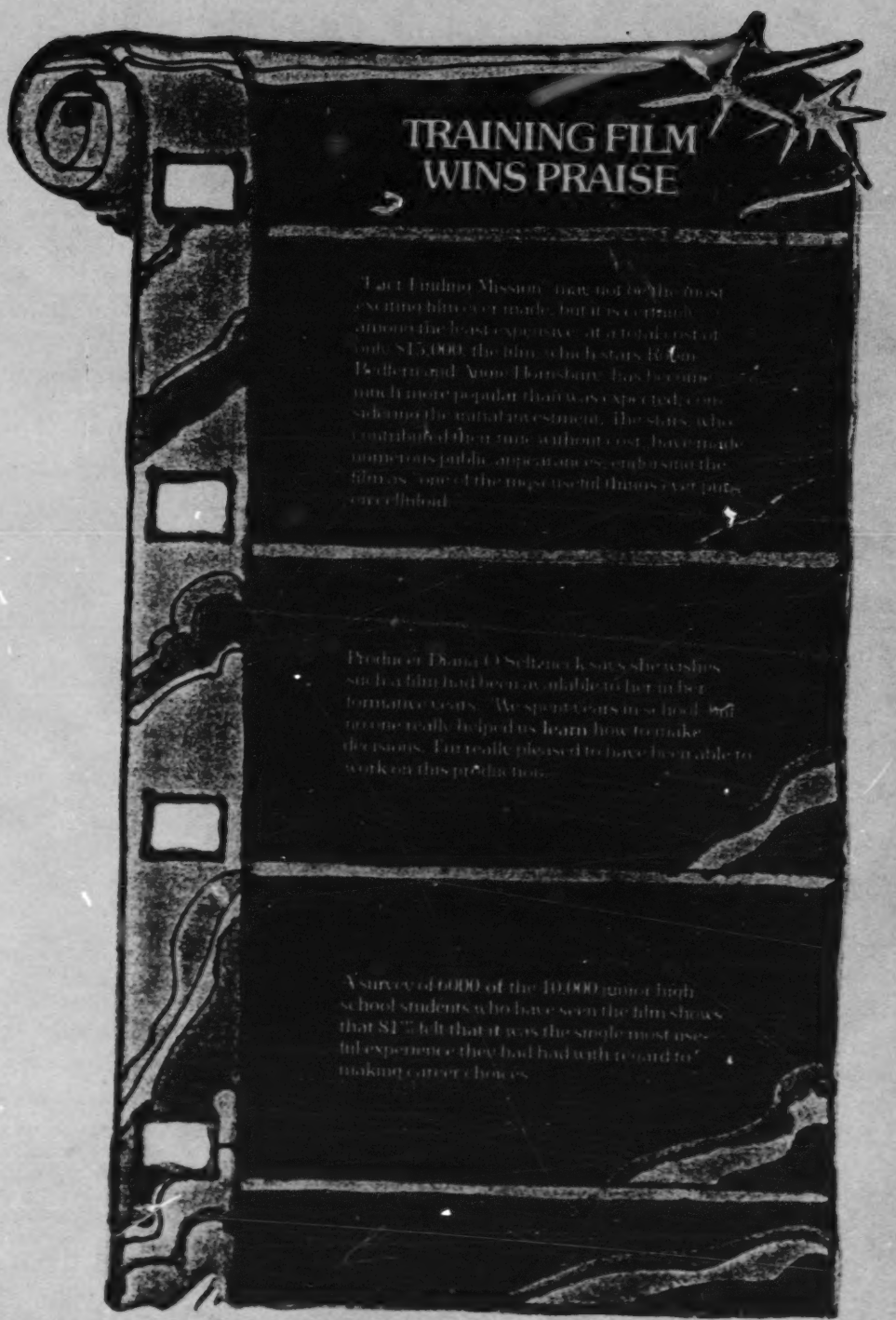
Selective Techniques Improve Student Career Decision-Making

FACT-FINDING MISSION

In order to learn to make career decisions, students must be able to evaluate a situation, including analyzing the given information and determining what is fact and what is opinion. The Columbia County, Evans, Georgia career education project uses the following activity with its eighth grade students in order to help them make this distinction.

1. The exercise is prefaced by a discussion about the differences between fact and opinion. Questions discussed include:
   - What type of evidence is necessary in order to assume that something is factual?
   - How does one verify information that is received?
2. The teacher should compile a set of movie reviews of current movies (approximately thirteen [13]). These may be taken from local newspapers and/or magazines.
3. Students should read the reviews and choose eight that they are interested in studying. On these reviews students should underline in red pencil all sentences that are facts and underline in blue all sentences that are opinions.
4. Discussion should follow that may include the following questions:
   - Did you have more factual statements or more opinions?
   - Why do you think this was true?
   - Do the opinion statements have anything in common?
   - Which opinion statements are based on fact? On what facts are they based?

Adapted from: Unit on Reading, Evans, Georgia.



SELECTIVE TECHNIQUES IMPROVE STUDENT CAREER DECISION-MAKING

"ROOTS" OF JOHNNY'S CAREER

Awareness! Exploration! Preparation! These are the "roots" which anchor the "world of work tree."

A technique used for furthering these "roots" in Louisville, Kentucky Public Schools throughout grades K-12 was interviewing adult workers.

The interviewing process was found to be an excellent means of research, inquiry, listening and communicating. It was also a technique which could be conducted as a class or by an individual.

Sample Interview Questions:

1. Name of occupation?
2. What type of work is done on the job?
3. What kind of education is necessary for this kind of work?
4. Is any special training needed?
5. Are there any special qualities necessary for this job?
6. How do you use reading in your job?
7. What tools do you use in your work?
8. What type of uniform do you wear?
9. Are there any limitations on your job? i.e. age, sex, race, height, weight
10. Why did you enter the field?
11. How do you use _____ in your work? (fill in appropriate subject)
12. What other jobs have you held prior to this one?
13. What part of your job do you like best?
14. What part of your work do you wish you did not have to do?
15. Are there any hazards in your work?
16. Are you expected to work overtime?
17. Are you paid for overtime?
18. What extra activities are you expected to participate in that are not specifically a part of your job?
19. What hours do you work?
20. What changes have taken place in your job recently?
21. What kind of fringe benefits do you have in your work?
22. Who depends on your work?
23. Is there room for advancement in your job?
24. Is there any other job you would like to do?
25. Do you have any hobbies?
26. Do you have a family?

Adapted from Career Education Science Handbook, Louisville, Kentucky Public Schools.

Selected Activities Promote Self-Awareness For Disabled Students

REMEMBERING & WISHING

Here are things that I will always remember and other things that I wish for.

1. The greatest thing that ever happened to me was _____

2. The first best friend I ever had was named _____

3. A place I visited that I will always remember is _____

4. _____was the name of the pet I loved most.

5. I used to like to _____ but now I'm too old for that.

6. I will always remember when my parents _____

7. I will always remember the day I _____ _____

8. My friends like me because I can _____ _____

9. I like to _____ in my free time.

10. Something I'd like to do or have if I had lots of money is _____

11. Someday I'd most like to be like _____ _____(name a person)

12. My dream house would have lots of _____ _____

13. I wish I were _____years old again, because then I could _____

14. I wish I were 25 years old, because then I could _____

15. I've always wanted a _____ for a pet.

16. When I'm older I want to _____ _____

The "Spice" In Life

When educable mentally handicapped students are paired with non-handicapped students, they have encountered "SPICE" – special partnership in career education.

A fundamental premise of Volusia County, Florida School's "SPICE" is that the career awareness level and the career expectations of educable mentally handicapped students will be significantly increased and broadened as those students engage in intensive career awareness learning activities with their non-handicapped age-group peers.

Peer interaction was integral to SPICE's Self-Awareness Module which sought to enable students to identify and demonstrate a minimum of five characteristics about self. To develop the characteristic of "awareness of values," an activity called "Remembering and Wishing" was used. In this activity, non-handicapped students read to handicapped students.

Explain to the students that we often find out things about ourselves by events we remember and the things we wish for. In this activity, the students will be making statements about what they can remember or what they can wish for. To "warm-up" the students for this activity, plan a statement-response session where students are asked to give responses to the following statements:

1. This year on the first day of school I remember _____.
2. Yesterday was important to me because _____ _____.
3. Tomorrow I wish I could _____.
4. Right now I wish I could _____.

Discuss how each student's response was like or different from the responses of other students. Now students should be able to complete the activity sheet entitled: "Remembering and Wishing."

When students have finished their sheets, have them share their responses in small groups.

Adapted from SPICE Semi-Annual Project Performance Report and Self-Awareness Teaching Module, Volusia County, Florida.

Disability Doesn't Mean Inability

FEELING FREE is a series of television programs designed to increase children's awareness and understanding of disabled peers. Produced by the Workshop On Children's Awareness, a division of the American Institutes for Research (Cambridge, Massachusetts), FEELING FREE encourages viewers to initiate, to enjoy, to participate in and to be open about interactions with others who in some ways may be different than themselves.

For more information on Feeling Free write to Human Policy Press, P.O. Box 127, Syracuse, New York, 13210

Feeling Free

You don't have to hear to cook pancakes
A Workbook in Understanding People
by Doug Bilden & Ellen Barnes
What's the difference?
Hackett McGee

PEOPLE WITH DISABILITIES ARE EMPLOYABLE

WHEN I GROW UP

Planning for the future must include awareness of life's limitations and how to adapt to them. The following activity helps students to focus on the effects that disabilities can have on planning for the future.

Materials: Blackboard or large paper, cards with disabilities listed.

Activity: The teacher will ask what children want to be when they grow up. Together they will discuss such questions as: What training would I need? How would I get the training, skills or knowledge needed for the job? (Technical school, college, apprenticeship, on-job training, other.) Children are encouraged to state what specific behaviors are expected from a person in the preferred job.

Questions are asked to help the children clarify what portion of time a person might actually spend in each named behavior. For example, riding a fire truck or climbing a ladder may be high profile activities of fire fighters, but they represent a minuscule amount of overall time. Children are encouraged in critical thinking. Some children may, on the basis of present values (e.g., helping people), decide that fire fighting is not for them when they realize that a great deal of time is spent in other activities.

When children have a tentative idea of an occupation they might like, have them draw cards. The cards contain physical and mental limitations, some temporary and some permanent. Ask the children to tell if they (or an imaginary person on the card) could still have that job, given the impairment. Would you have to forget the whole idea and change to another job? If so, would the job be related in some way? Ask the children to figure ways in which the same values could be preserved in another job, for example. Ask the children to discuss ways in which the job could be modified, or the equipment, hours, or persons adapted to allow success in the chosen occupation.

Taken from: What's the Difference? Teaching Positive Attitudes Toward People with Disabilities. Syracuse, New York.

Awareness Of Individual Differences Enhances Self-Image

FINGERPRINTING, HANDPRINTING, FOOTPRINTING

Sensitivity and understanding of persons with disabilities are essential to the development of self-awareness and awareness of others, for students of all ages. They must learn to appreciate the differences that exist among all people and learn to value them.

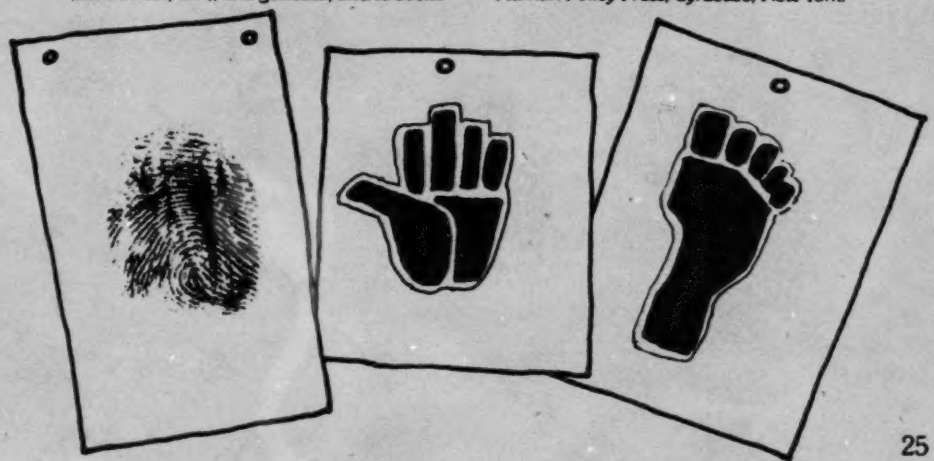
The following activity can be used in a science or a social studies class with studies at the middle school level.

Materials: Ink pads or tempera paint, paper, magnifying glasses

Activity:

1. Each child makes prints of fingers, hands, foot, on a piece of paper. These are compared by small groups of children noting individual differences in size, shape, lines, etc. Magnifying glasses can be used to look at fingerprint detail.
2. Shuffle the hand or foot prints and hand out one to each child. The child needs to go around the room searching for the hand or foot that matches—promoting interaction.
3. These prints can be hung on the wall and can prompt discussion on individual differences; and the range of differences within their particular classroom. This can be tied into science lessons on the concept of uniqueness (snowflakes, etc.), and genetics, and to social studies classes about individuality and the human group.

Taken from: What's the Difference? Teaching Positive Attitudes Toward People with Disabilities. Human Policy Press, Syracuse, New York.



Career Awareness For Disabled People

WHO'S WHO?

Taken from "Khan Du! Kids Book" — Austin, Texas.

Match the following famous people with their careers and their handicaps.

PEOPLE	CAREERS	HANDICAPS
Wilma Rudolph	Popular piano player, singer, songwriter and performer	Born hard of hearing
Luci Johnson Nugent	Inventor, college professor, and author	Spinal disability
Jay J. Armes	President of the USA	Blind and deaf from birth
Franklin D. Roosevelt	Popular television actress and producer	Vision problems and learning disability
Helen Keller	Pioneer social worker and founder of Hull House	Arm amputated near shoulder
Jill Kinmont	Played outfield for the St. Louis Browns	Hard of hearing and later totally deaf
Pete Gray	Author of 10 books	Has had diabetes since childhood
Stevie Wonder	Olympic track star	Hunchback
James Thurber	Private eye	Leg injury and later amputation
Nanette Fabray	Star of musical comedy, TV, and movies	Blind since birth
Charles Steinmetz	Composer of classical music	Poor vision and later almost total blindness
Sarah Bernhardt	Famous actress	Both hands blown off in an accident
Ludwig Van Beethoven	President's daughter, now a vision educator	Both legs paralyzed by polio
Jane Addams	Olympic skier, later teacher	Wore brace on leg and was often sick as a child
Mary Tyler Moore	Cartoonist and writer	Paralyzed from neck down in an accident

AWARENESS OF INDIVIDUAL DIFFERENCES ENHANCES SELF IMAGE

The *Khan Du! Kids Book* developed by Dorothy Emerson and Holly Van Seay in conjunction with KLRN-TV, Austin, Texas is one of a series of resource materials to be used by classroom teachers who work with children, especially children who have disabilities. The Khan Du series consists of videotapes and print materials aimed at showing all children that there is much that disabled people "can do." The Name Game is an activity that can be used with children of all ages to improve self-esteem. Improved self-esteem is especially important in the career development of disabled children.

ROBERT SAYS . . . . .

I hate it . . . Everybody will make fun of me. It makes me look different. It's not fair.

Robert doesn't like himself much, since he lost part of his hearing and needs to wear a hearing aid. All he can think of is what he can't do now. He blames all his trouble on not being able to hear. But he doesn't want to wear his hearing aid, because he is afraid the other kids won't accept him if he's different.

To help Robert feel better about himself Khan Du is trying to think up some nice words that describe Robert, using the letters of his name. Can you help Khan Du think up some nice words?

YOUR NAME IS NICE, TOO . . . .

Now write the letters of your name down the side of this column. Fill it in with nice words that describe you. Khan Du hopes you will feel better, too.

Taken from "Khan Du! Kids Book"—Austin, Texas.

Name Game

ROBERT

Rapid—Robert is a fast runner.

O

B

Energy—Robert is always ready to go!

R

T

YOUR NAME

Infusion Into University Courses Can Be Done Through Inter-disciplinary Teaching Modules

BUILDING FOR THE FUTURE

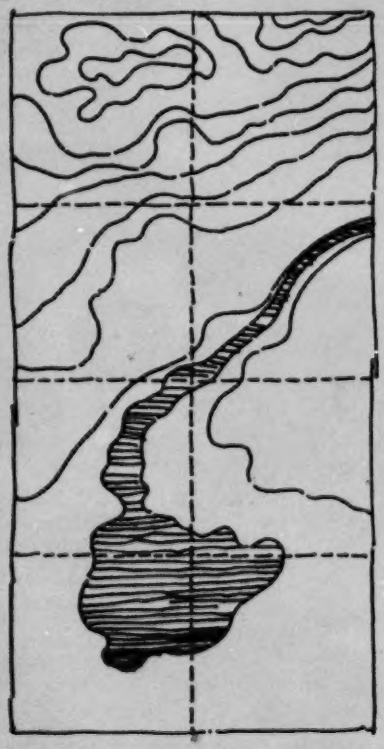
Designing the "Long Beach City of the Future" has served as the vehicle for subject matter and career development learning among students at California State University. The "City of the Future" project is one of several sponsored and assisted by the Center for City Building Educational Programs in conjunction with university faculty.

The Center uses the designing of a city as a means to enable students to combine learnings across a variety of fields, to improve their skills in future planning—for society and themselves—and to explore career possibilities. During the past year, the Center has been working with university faculty to train them to conduct city building programs with their students.

The "Long Beach City of the Future" project was designed by faculty from home economics, education, and biology as a cooperative, inter-disciplinary experience. Students from the three disciplines meet together for a total of 12 hours to simulate the development of a future city. The students play roles on three commissions—Human Resources Commission, Education and Housing Commission, and Ecology Commission—as they confront and try to solve problems in future city planning. Students receive parcels of land in the future city and are responsible for design and development of the land's use. Resource persons from the community meet with the students to help them explore the problems they uncover and to show them careers related to city planning. Students also identify careers of the future that will be needed to make their city a reality. Students actually construct three-dimension models of their future city to add to the reality of the experience and to assure that their designs can work.

Shown here are a scale site map and list of careers for one simulation experience used with faculty and students in teaching how one goes about the process of city building. The city designed in this simulation is "Purium." The city arises from the need to mine, process, and ship a miracle material which makes all wastes biodegradable.

Adapted from: Interim Report, Center for City Building Educational Programs, Los Angeles, CA.



SITE FOR PURIUM
SCALE 1"=10'-0"
N

PURIUM - CITY OF THE FUTURE

JOB DESCRIPTION

Citizens: As land owners you may propose city solutions, and are free to invent techniques for cooperative efforts between your officials and federal officials.

Mayor of Purium City: Political leader and coordinator.

Planning Commissioner: In charge of all city functions.

Elected Council Persons: Represent the citizens of their district. Report to the mayor and to their constituents.

Transportation Commissioner: In charge of inventing a non-polluting transportation system which will move people and goods within the city and outside in order to meet the needs of all the citizens. May appoint assistants.

Housing Commissioner: In charge of developing housing for all people in the city of the future; establishing and maintaining standards and accommodations. May appoint assistants.

Water Commissioner: In charge of the existing water and finding ways to protect it and use it to serve the citizens.

Land Commissioner: In charge of planning land use and for establishing any rules for governing its ownership and use.

Air Commissioner: Responsible for air rules and for governing the ownership and use of the air.

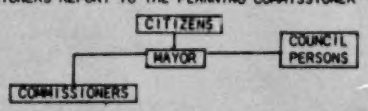
Utilities Commissioner: In charge of seeing that services are available for citizens.

Public Health Safety Commissioner: Responsible for establishing agencies for the purpose of maintaining good health.

Underground Commissioner: Responsible for creating criteria and use of land below ground level.

Parks & Recreation Commissioner: In charge of creating recreation for the pleasure and comfort of the people and other inhabitants of the society for the city of the future.

ALL COMMISSIONERS REPORT TO THE PLANNING COMMISSIONER



COMMUNITY
RESOURCES

Classroom Enjoys Substitute Teacher

SPEAKERS SERVE AS "SUBSTITUTE" TEACHERS

Project Substitute

In Worcester, Massachusetts a high school program using community resources as speakers for absent teachers was initiated.

Employers and civic leaders were contacted to speak about their vocational and/or avocational interests. They were scheduled in advance and asked to make presentations to a diverse student population whose teachers were absent.

Speakers' presentations lasted for a minimum of one activity period, and in most cases they agreed to at least two presentations. Other speakers were scheduled accordingly to make up a full day of "substitute" teachers.

Students whose teachers were absent met in the auditorium or cafeteria for informal presentations on various aspects of the world of work.

Advance scheduling allowed other interested classroom teachers to sit in.

An added benefit of this activity is that it saved the school system $3,000 in substitute teacher costs, over a one-semester period.

Taken from: "Project Substitute" Activity Card, Worcester, Massachusetts.

Knowledge of Labor is Important to Fully Exploring the World of Work

EXPLORING UNIONS

Teachers of career education expose students to the important role that labor unions play in the work force. Two activities that are used for this purpose are found below.

Guest speakers were invited to a junior high classroom in Tigard, Oregon as a part of a short unit on labor unions. Students prepared by reading about unions, discussing terms and concepts and a simulation on the collective bargaining process. The first guest speaker representing a labor union presented a slide show on the union. The speaker then led a discussion on unions as a positive force in helping the American worker achieve better pay, working conditions and hours, and in eliminating discrimination.

After the speaker had left, students raised questions about the validity of some of the speaker's statements concerning what the unions have done for the American worker. The class then decided to invite two employees from the same union to question them about the benefits the union representative had described. Two weeks later the employees visited the class. Students questioned them and found out that these people agreed with what had been said by the union person. A suggested follow-up activity would be to invite non-union employees and management to get the total picture of how unions have affected the American business community.

In conjunction with a unit on industrialization, two classes of students were given a survey form and required to talk with ten people in the community to get their attitudes about unions. As the students talk with people, they learn about many different jobs. They also find out that many jobs are unionized. People's comments regarding the advantages and disadvantages of unions reinforce what the students learn in class. Students are given a week to complete the project. Each student shares orally at least one contact. Some students find that various careers are interesting enough that they want to explore them further. Some students learn more about their parents' occupations.
Taken from: "A Union View" Portland, Oregon and "Exploring Unions" Livonia, Michigan Activity Cards.

Union representative tells students about the importance of the collective bargaining process to union members.

Parents are career resource people too!

The Parent Connection

PARENTS ARE A VITAL COMMUNITY RESOURCE

There is a value in having parents act as resource speakers at your elementary school. Letters were sent to parents in Portland, Oregon asking them to help provide students with knowledge about the real world of work by participating in one or more of the following ways:

1. Speak to a group about your occupation.
2. Recommend and help plan a field trip to your job.
3. Work with a teacher on the development of a classroom project.
4. Work on a project with children in a classroom.
5. Talk to a class about your use of leisure time, hobbies, etc.
6. Name a resource person in the community who does not have children but may be interested in helping in any of the above ways.

Teachers were given the following tips on how to work with parents.

TIPS:

1. Help parents plan and set up their presentation and let them know what you desire in terms of dress, tools and topics.
2. Set a time limit and stick to it; the parent may have to get back to work.
3. Do not leave the room or sit at your desk correcting papers—stay with the parent.
4. Be sure to have the children write a thank you letter; you probably want that parent back next year.

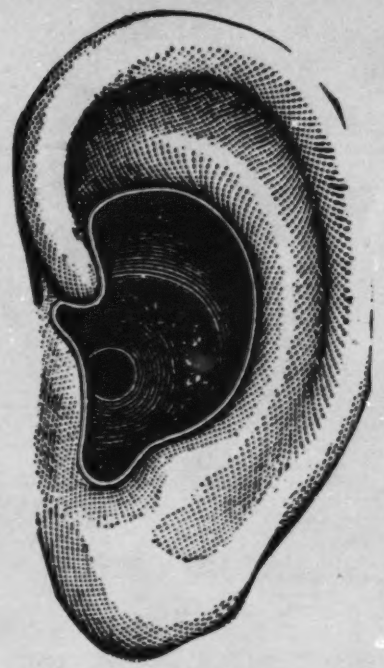
Adapted from: "The Parent Connection" Activity Card, Portland, Oregon.

TIPS ON USING RESOURCE PEOPLE
Be Resourceful

The community joins the classroom in Richardson, Texas by serving as a resource pool for teachers. In their publication on community resources, the Region X Education Service Center prepared an outline for teachers that provides helpful hints on how to make optimal use of community resource people.

Prepare Yourself

1. Determine your goals and what the resource person can do to help you achieve those goals.
2. Study the resource person's field so that you will be informed about what he/she does. You might ask him/her to send you some materials about his/her job, business or agency.
3. Think of some questions or topics of discussion that may be of interest to your students.
4. Be prepared to support the resource person(s) while they are in the classroom.



Prepare Your Students

1. Explain how the expertise of the resource person will relate to the concepts that they are studying.
2. Make sure that the class interest is developed—that is your job and not the resource person's.
3. With your students, develop a list of questions for the resource person.
4. Prepare the students to be polite, attentive, and inquisitive.

Prepare Your Resource Person

1. Inform the resource person of your goals and what you want him/her to do.
2. Tell the resource person about the size of your class, the age of your students, and what they have already discussed about his/her topic.
3. Send a reminder to the resource person concerning time, date, location of school, and phone number where you can be reached.
4. Encourage the resource person to do something other than simply lecture. Suggest he/she wear his/her work clothes, bring some tools of the trade, publications or other items that would be of interest to your students.

Some other things to prepare for:

1. Media needs
2. Someone to greet the resource person
3. Coffee break
4. Mistakes such as a boring speaker, a no-show, or an inappropriate presentation
5. Notifying principal and other teachers.

Adapted from: "Community Resource Manual," Richardson, Texas.

HANDICAPPED STUDENTS ARE MAINSTREAMED INTO EXECUTIVE INTERNSHIPS

Students As Executives

Executive High School Interns are gifted students who spend an entire term working with major decision-makers in public and private-sector jobs. Students are on leave from all high school classes but receive a full term of academic credit.

The interns participate, with their sponsors, in all phases of the work performed by their affiliate company or organization. Interns also attend weekly seminars, with other interns, to reflect on their experiences. They also prepare weekly logs of their activities. This prolonged experience with real-world executives in a real-world setting affords excellent opportunities for career exploration and general academic enrichment.

During the past year, the Executive High School Internships program has tested methods of mainstreaming disabled students into existing internship programs in several cities. Some of the kinds of internships created are briefly described here:

In Compton, California, a female high school senior with cerebral palsy was placed with senior management of Rockwell International Corporation.

In Des Moines, Iowa, a student who is blind had an internship with the staff attorney of the county Legal Aid Society.

In Buffalo, New York, a student with a hearing impairment worked with the Director of United Way. A student who is blind interned with the manager of a radio station.

In Springfield, Illinois, a student who is confined to a wheelchair worked with the Bureau Chief of the Medical Illustration Unit of the Southern Illinois University School of Medicine.

Adapted from: Interim Report, *Academy for Educational Development, Executive High School Internships of America, San Francisco, CA.*

Joel Little's class shadowing with the L. E. Mayes Construction Company

Community Persons Help To Expose Students To Career Options

ME AND MY SHADOW

"Career shadowing," a unique approach to career exploration consisting of first-hand observations and hands-on experiences gained through short-termed interaction between a student (shadow) and an adult (career occupant), was utilized in the Dallas Independent School District. The career shadowing approach was used to achieve the following objectives:

1. To expose students to myriad career options in the society,
2. To encourage students to investigate career possibilities in the actual world of work setting,
3. To set the stage for career information exchanges between students and persons in various job-related positions, and
4. To give students valuable knowledge for making future career decisions.

Classroom teachers identified students who were to participate in the shadowing program and communicated the special interest of each student to the project's community resource coordinator. Each student was matched with an adult working in a career in which the student was interested.

Transportation was provided for the students and each employee made plans for their shadows to accompany them for lunch. Evaluation forms were completed at the end of each experience.

Rockwell International was one agency that hosted twenty-five students from South Oak High School and the ninth grade annex center. Some of the persons shadowed were the supervisor of Training and Development, the Provisioning Analyst, the Computer Operations Analyst II, and the supervisor of Computer Support.

Businessmen and educators belonging to Kappa Alpha Psi Fraternity were shadowed by seven sixth grade students from Roger Q. Mills Elementary School.

Other successful shadowing experiences were provided through persons employed at the school administration building, the Steak and Ale Restaurants, L. E. Mayes Construction Company, and other businesspersons who provided shadowing experiences for smaller numbers of students.

Taken from: "Career Education in the East Oak Cliff Sub-District" and other project materials, Dallas, Texas.

Gifted And Talented Students Participate In Community Programs

WHAT GIFTS?

Gifted and talented high school students in Eugene, Oregon participated in an internship program in their community. Applicants to the program were screened; an important part of the screening process was the determination of the student's area of career interest. For the most part, the students that qualified as gifted and talented aspired to professional, managerial and other high level careers.

The coordinator of the program located, briefed and made site analyses of potential sponsors in the community. He also trained the students in resume preparation, interview skills and career analysis. Students then interviewed with their potential sponsors and, upon mutual agreement, established an internship.

At the start of the internship, the student and sponsor establish a set of objectives to be accomplished. Although internship activities vary, most students do special projects, attend staff meetings, and sample a number of professional level tasks.

The students spend six to eight hours a day, four days a week with their sponsor's organization. The internship lasts for a full semester; during which time no course work is required at the student's home school. On Friday of each week the coordinator conducts a seminar for students. Various topics such as career development and management are included.

A sample intern profile is outlined.

Taken from: "A High School Internship Program in Career Education for the Gifted and Talented," Eugene, Oregon.

INTERN PROFILE

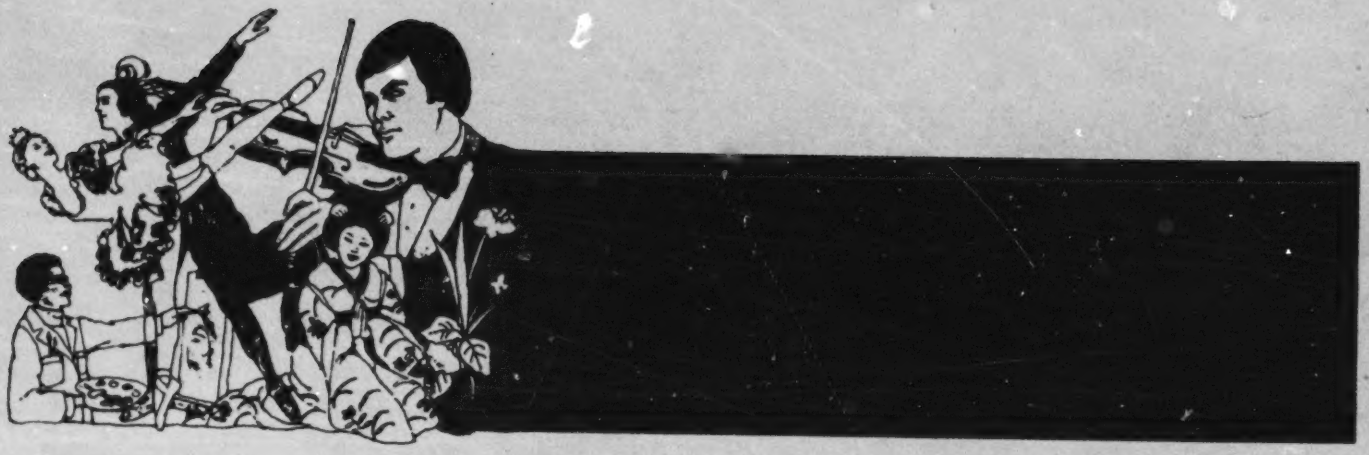
Elaine is a senior at South Eugene High School with a GPA of 3.64. She is active on the girls soccer team and other school activities and athletics.
HONORS & ACTIVITIES: Secretary-treasurer, church youth group. Scholarship to Oregon Academy of Artistic Gymnastics, Eugene.
COMMUNITY ACTIVITIES: Red Cross Volunteer, Sacred Heart Hospital, Eugene.
HOBBIES & INTERESTS: Sewing, piano, school athletics (soccer team, gymnastics, mountaineering, cross country skiing). Special interest - medicine. Helping people.
PREVIOUS EMPLOYMENT: Assistant helper, Oregon Academy of Artistic Gymnastics, Eugene. Summer long babysitting. Janitorial: Edgewood Evangelical Church, Cascade Custom Janitorial Services, Paul T. Maynard Inc.,Janitorial Services.
SPECIAL SKILLS & APTITUDES: Typing, shorthand, writing, Health & Careers course (nurses aid instruction and 30 hours volunteer work).
OCCUPATIONAL GOAL: Midwife
INTERNSHIP: Elaine is interning with a midwife who is part of a clinic that specializes in female medicine.
COORDINATOR COMMENTS: Although Elaine's present goal is midwifery, she was placed in a clinic so she could be associated with doctors, nurses, office staff as well as the midwife. This approaches an actual mentorship with a view of management.
STUDENT LOG EXCERPTS: *

Oct. 3, 1977- I've already heard information that I must keep confidential. The staff is really trusting me, I can tell because of the way they are freely speaking about the patients and their problems besides allowing me to look at personal records and so forth.

Oct. 4, 1977 - One particularly interesting thing I observed was how cooperative all the doctors (and nurses) whom I worked with are. They were all very eager to allow me the chance to see these many incidents and learn important facts. While I was with the doctors during the procedures I observed, they would talk to me the entire time, telling me about the instruments they were using and how they were used as they were being used. I also saw a TAP set up. I thought I'd get that written down before I forget.

Oct. 13, 1977 - After again working in the business office in the afternoon I was able to see a procedure that I never thought I'd see, at least while on my internship. I saw a chryosurgery. I had read on it from some literature I'd picked up during a few free moments I had at the clinic. It involves freezing the uterus so as to rid it of possible cancerous tissue. I had thought I heard a nurse explaining the procedure to the lady I saw it done to. I asked the nurse of the doctor doing the chryosurgery if someone was going to have it done and she said yes. She asked if I'd like to see it done. I said sure only if the patient herself doesn't mind. She didn't which was great. Dr. Jacobson was explaining the procedure as it was being done and explained the purpose behind it as well as how it operates. It was amazing. Watching everything happen right before my very eyes just seemed like a dream. Again, I was shown something that I will never forget throughout my entire life. Actually seeing something as well as being told about it or having read about it causes an individual to forever have that new knowledge tucked away and never forgotten. It is true in my case. Another day worth my while was completed. Every second contributed to my future decisions and future life.

* Students are asked to keep a daily log with daily activities and thoughts.



Weekend Workshops Provide Career Information To Talented Students

CAREER MUSES

Jeff is a serious artist. Joan writes poetry. Kim has taken dance lessons for seven years. These talented suburban students share the same dream—they are interested in the arts.

For students with these ambitions, the Allegheny Intermediate Unit offers a new Saturday program that provides a down-to-earth introduction to careers in the arts for 400 to 550 talented students in grades 4-9, who were selected from 46 school districts, non-public schools and special education centers located in Allegheny County. Each Saturday session is devoted to several specific career areas and interaction with practicing professionals who discuss the relationship between their work and the specific art area as well as related areas of art that are of interest to the students. These practicing professionals or consultants work in the fields of advertising, entertainment, communications, education, social science, psychology, religion, business science, government, and law.

Career Information Packets have been developed by the program staff to help orient the students and to provide them with an understanding of the topics of each exploration/workshop session.

Shown below is a sample page from a Career Information Packet involving the area of dance for students in grades 4-6.

Taken from: Semi-Annual Performance Report, Career Education Program for the Talented, Allegheny Intermediate Unit, Pittsburgh, Pennsylvania.

Career Education Program for the Talented
Curriculum Packet
Session I - Dance

4-6th Grades

Introduction: Discussion about the program, creativity, and general information.
Film: "Free To Be You and Me"

- The student will be exposed to the choices they have, beyond social mores and sex roles, in their life and career decisions.

Workshop: Information cards, discussion of general direction and emphasis in the workshop, warm up using basic locomotor movement elements; write name game, "Leading the Blind" game; cooperative musical chairs.

- The student will become familiar with the style and emphasis the workshop will take.
- Students will be aware of different locomotor movements and elements of space involved in movement and dance.
- Students will develop a feeling of working together as a group.

Lunch

Film: "Why Man Creates"

- The student will think about what being an artist or creative person means, how creativity is a problem solving activity, and how it involves work and discipline.

Demographic Questionnaires

Workshop: Discussion of film, the interview, the project and assignment for next session, technique class in modern dance.

- Students will design their own interview questions according to what they know.
- Students will experience modern dance technique, how it is similar and different from the dance they are familiar with.
- Students will warm-up and experience the work and discipline involved in training to be a dancer.

COMMUNITY ORGANIZATIONS HELP COMBAT STEREOTYPING

AN ARCHITECT'S EYE

The Girl Scouts of the U.S.A. have helped to reduce stereotyping in career choices among their members through activities developed for Brownies and Junior Girl Scouts to create awareness, exploration and appreciation of occupations that have been male dominated. One such activity is called "An Architect's Eye."

Did you ever take a good look at the houses or buildings in your neighborhood? Do they all look the same or different?
Do you know who made them look that way?

An Architect

An architect is a person who designs buildings.

LOOK

Take a look at the houses on your street. Or go to another street nearby where there are a lot of different kinds of houses.

Bring a sketch pad and pencil or a camera.

Here is what to look at:

- shapes and colors of houses
- chimney, doors, stoop or stairs
- windows, special designs or decorations
- materials – things are made of

glass wood brick

Can you think of others?

DO

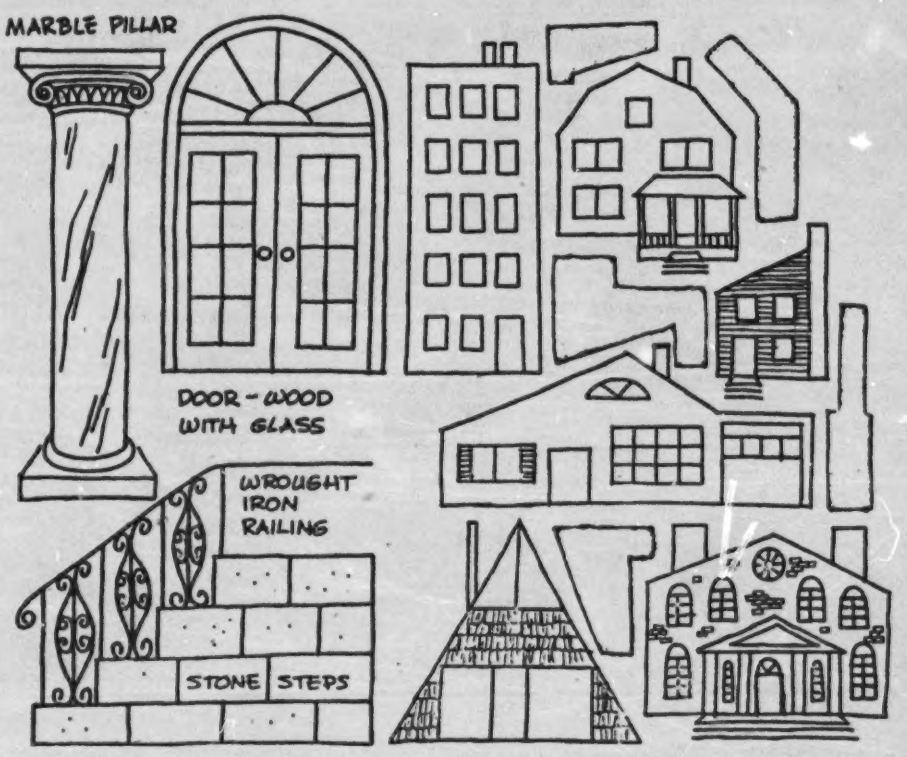
Which houses do you like best? If you were an architect, what kind of house would you design?

- Make a list of things you liked.
- Draw or take a picture of your favorite things.

MORE

- Pretend you're an architect. Design a house you'd like to have someone build (remember all the things you looked at!)
- Draw a picture of your dream house. Tell the other girls about your house.
- If you know anyone who is an architect, talk to her (or him) about the work.

Activity taken from "From Dreams to Reality" Activity Cards in Career Awareness for Brownies, Girl Scouts of the U.S.A., New York, New York.



Cultural Institutions Are Involved In Career Education

THE CHOICE IS WIDE

When I was four I wanted to be a garbageman. I loved the rattling of the cans and the whir of the compressor; I thought that all of New York's trash might be squeezed into a single, capacious truck. Then when I was five, my father took me to see the Tyrannosaurus at the American Museum of Natural History. As we stood in front of the beast, a man sneezed; I gulped and prepared to utter my Shema Yisrael. But the great animal stood immobile in all his bony grandeur; and as we left, I announced that I would be a paleontologist when I grew up.

A great relevation for a four-year-old! (The above quotation is taken from "The Telltale Wishbone," and written by Stephen Jay Gould.)

Many other children in Boston, Massachusetts may experience similar revelations like the four-year-old described above because of the ongoing Cultural Education Collaborative that allows school children from 22 elementary, junior high, and senior high schools to extensively use educational resources of 11 cultural organizations in the Boston area as a means to explore a wide array of occupations.

In one of several exploration programs at the Springfield Science Museum, students from the Brooklings Elementary School will construct an animal diorama. Students will work as apprentices to a taxidermist, research the habitat and natural positions of the animals selected for display, and prepare a report on the project including photo documentation. This "how to do it" guide will be used for future dioramas to be constructed in Springfield Public Schools. Skills acquired during this project include carpentry, electrical wiring, scenery painting, design and construction of artificial foliage, taxidermy, and even glass eye fabrication.

At the Children's Museum in Boston, activities are underway with the Wheatley Middle School to develop parts of a permanent traveling exhibit about work. The pilot program will help determine the best ways for students to continue contributing to the revolving exhibit. Students will also learn how to set up their own "mini-museum" on the world of work at Wheatley next year. The program reinforces skill development in social studies, language arts, math, and science. Students will help plan, research, and construct the exhibit that will include interviews with people in food distribution careers who live or work in the Wheatley school district. The role of the Children's Museum is to help introduce a process for developing a mini-museum in which many components of the schools' existing basic curriculum become integrated.

Activities taken from: "Cultural Institutions Pilot Career Programs" report and other project materials, Boston, Massachusetts.

Field Trips Bring The Classroom To The Community

FIELD TRIPPING

The Jefferson County, Florida Career Education Project, "I Believe in Kids" arranges out-of-county field trips for teachers and their students. As a prerequisite for this service, teachers must agree to write a report/evaluation of the field trip and send copies to the Jefferson County School Board and the Career Education Project.

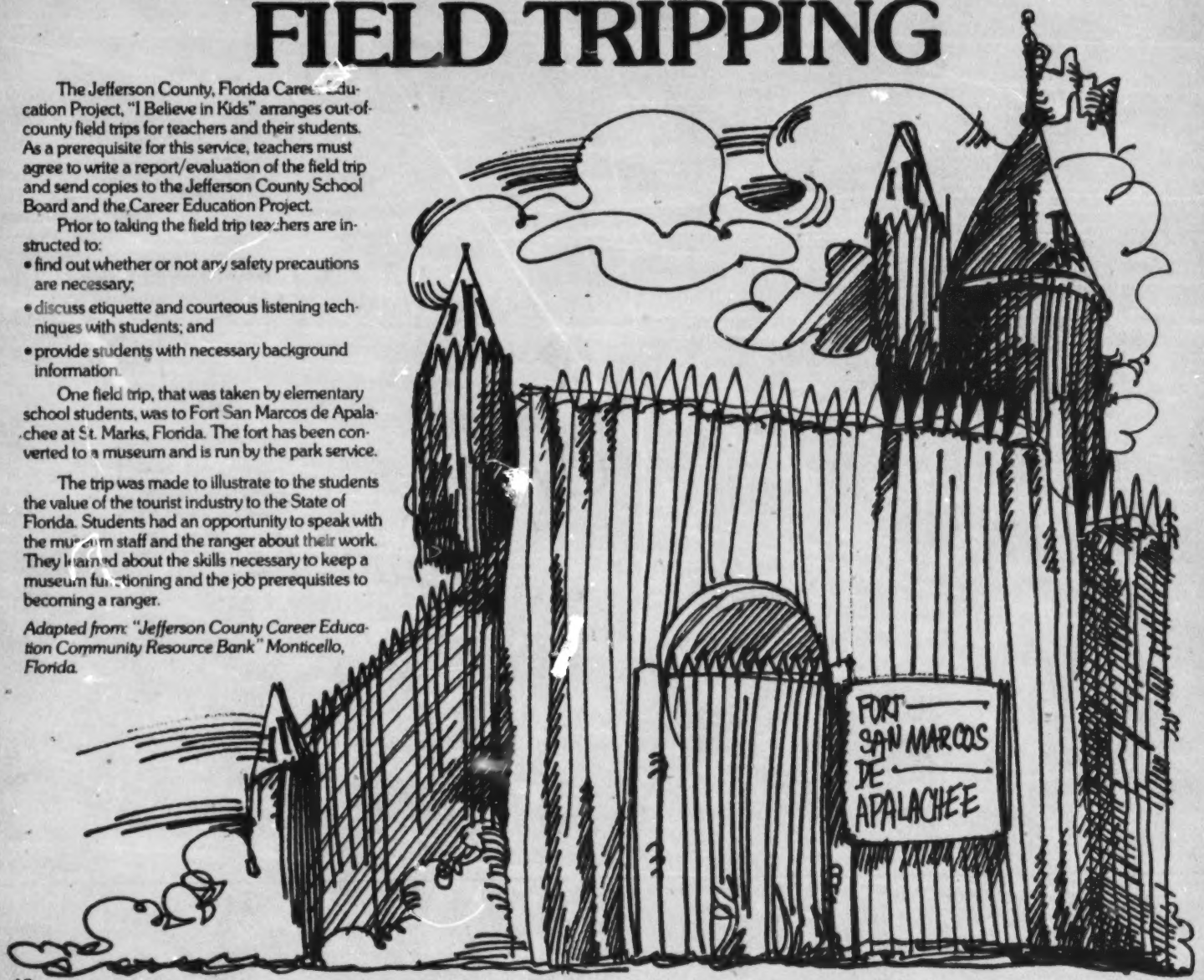
Prior to taking the field trip teachers are instructed to:

- find out whether or not any safety precautions are necessary;
- discuss etiquette and courteous listening techniques with students; and
- provide students with necessary background information.

One field trip, that was taken by elementary school students, was to Fort San Marcos de Apalachee at St. Marks, Florida. The fort has been converted to a museum and is run by the park service.

The trip was made to illustrate to the students the value of the tourist industry to the State of Florida. Students had an opportunity to speak with the museum staff and the ranger about their work. They learned about the skills necessary to keep a museum functioning and the job prerequisites to becoming a ranger.

Adapted from: "Jefferson County Career Education Community Resource Bank" Monticello, Florida.



Career Exploration Widens Students' Awareness of the Community and Creates School Career Center Materials

SEEK AND FIND

Students in Livonia, Michigan explored one or more career possibilities and prepared summary reports of their findings. These reports were then placed in the school's career information center and used by other students. Students were instructed to gather as much information as possible on the career they selected to investigate. Suggested sources were the library, personal and telephone interviews, the State Occupational Information System computer terminal located in the school, a community resource guide if available, on-site visitations, and so forth.

Reports were written in draft, critiqued and submitted in final form using a standardized format which was developed and agreed upon by the class. These reports were shared and discussed with other class members before being submitted to the career information center.

Taken from: "Seek and Find" Activity Card, Livonia, Michigan.

The Dictionary of Occupational Titles is a useful tool in locating careers for further exploration.

Here a budding motion picture photographer dreams....

Community Resource Clearinghouses Exist Across The Nation

LINKING LINKERS

BICEP—Business Industry Community Education Partnership—is a school-community linking agency that promotes and coordinates career awareness, exploration and preparation in Salt Lake County, Utah. Through a grant from the Office of Career Education, BICEP conducted a national search to identify projects performing similar functions. As a result of the search, BICEP has developed a publication entitled "School-Community Linking Agencies—A National Guide."

The guide contains program summaries for 198 programs that responded to the questionnaire, and an analysis of the information received. Below is the program summary for BICEP.

Adapted from: "School-Community Linking Agencies—A National Guide," Salt Lake City, Utah.

---

1. Program: BICEP - Business-Industry-Community-Ed-Partnership Director: Donald L. Wright Phone: 801-487-8276
   Address: 1738 E. 2700 South City: Salt Lake City State: UT Zip: 84106
2. Intro: Promote, coordinate, arrange school-community interaction for career awareness and exploration.
3. Activity provided (E-Elem; J-Jr. High; H-High Sch):
   Speaker: EJH Tour: EJH Discussion: JH Shadowing: H
   Intern: H Enrichment: Reference Mat: Placement:
   Commun Serv: Training: Mini-courses: Career Days:
   Other: Other:
4. Info to tchrs: List activ ☒; Catalog w/o name ☐; Catalog with name ☐; Other ☐
5. Scheduling method: Tchr sched ☐; Program sched ☒; Other ☐
6. Develop 'specials' and solicit student involvement: Yes ☐; No ☐ Develop and advertise "specials" in teacher newsletter.
7. Scope: Part-dist ☐; Dist-wide ☐; Multi-dist ☒; Other ☐
   Numbers involved: Teachers 5500 ; Students 130,000 ; Post sec sch ☐
8. Organized 1975 ; by School and community leaders ; Fed/state grant: Yes ☐; No ☒
9. Agency of: Sch dist ☐; State Office ☐; Bus corp ☐; Chamber Commerce ☐; Non-profit corp ☒; Club, serv org ☐; Other ☐
10. Advisory Council role: Support of project and P.R.
11. Number of paid-staff: 4 12. Operating budget: $40,001 - $60,000
13. Funding (%): Sch dist 50; State office ed 50; Fed govt ; Bus/ind ; Foundat ; Private contrib ; Other
14. Printed materials: General ☒; Tchr ☒; Resource ☒; Eval ☒; Tchr news ☒; Resource news ☒; Carrie Infusion ☐; Catalog ☐; "How To" ☒; Other ☐
15. Audio Visual (AT-Audio tape, SS-sound slide, PC-filmstrip cassette, M-movie)
    Tchr SS ; Resource SS ; PSA TV TV ; PSA radio AT ; Tape libr ; Other
16. Recruit bus/ind (rank): Pers contact 2 ; Grp presentat 3 ; Phone 1 ; Letter 4
17. Training resource people: None to date.
18. No. of activ arranged during 76-77: 1672
19. Methods stimulating tchr involvement (rank): Faculty presentat 4 ; Tchr workshops 5 ; Credit classes 3 ; On-site tchr visits 1 ; Admin priority 6 ; Faculty liaison 7 ; Newsletters 2 ; Other
20. Promotion methods to students: Presentation to studentbody presidents and editors; articles in student newspaper; sound-slide presentation in career center.
21. Promotion methods to parents: Presentations to PTA groups.
22. Promoting public awareness (rank): TV PSA 1 ; Radio PSA 2 ; News articles 3 ; Editorials 5 ; TV/Radio interviews 4 ; Other
23. Methods of evaluation: Feedback cards from teachers, students and resource people. Evaluation meetings with faculty reps. 3rd party eval. for specially funded proj.
24. Difficulties (rank): Tchr use 1 ; Student prep 3 ; Resource availability 5 ; Resource quality 4 ; Adequate funding 2 ; Other
25. Changes anticipated in next 3 years: Growth from 50% to 100% per year; going to community

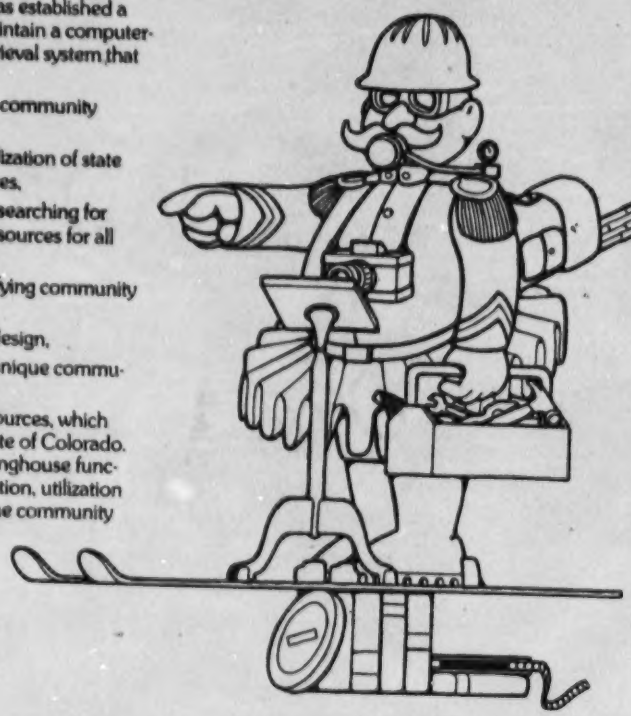
COMMUNITY RESOURCES CAN BE TAPPED THROUGH COMPUTER BANKS

At Your Service

The Colorado Career Education Resource Center, Englewood, Colorado has established a community resource bank to maintain a computerized information storage and retrieval system that provides the following:

- central coordination of existing community resource banks,
- monitoring over- and under-utilization of state and unique community resources,
- elimination of time-consuming searching for state and unique community resources for all Colorado patrons,
- a standardized system for classifying community resources,
- computer language (software) design,
- development of new state and unique community resources, and
- a catalog, listing community resources, which is sent to every school in the State of Colorado.

The system performs a clearinghouse function for the organization, classification, utilization and monitoring of state and unique community resources. These resources are described as follows:



State Resources: A resource within the state that can be utilized by all localities in Colorado.

Examples: Mountain Bell, Denver Mint, Air Force Academy, CSU Veterinarian School

Unique Resource:

(A) A resource that is limited in number throughout the State of Colordao.

Examples: Solar terrestrial physicist, Hand bookbinder, Dog Tatooer, Tongue maker for taxidermists

(B) A resource that resides in a specific geographic location in the State of Colorado.

Examples: CF&I Steel Corp., R.T.D. Adolf Coors, Denver Broncos

A teacher requesting a community resource person in the field of energy, might receive this printout.

Adapted from: "The Catalog" and other project materials, Career Education Resource Center, Englewood, Colorado.

SPEAKER

CLUSTER NO. PS302729 (TYPE 01) (AREA 9006) — NORTHWEST COLORADO

TOPICS : ENERGY CONSERVATION ; ELECTRIL

METER READING ; BILL READING

***** DEVELOPER ***** LINDA JONES 3286323 RESOURCE NO. 493100

********** MANUAL FILE **********

SCHOOL-UNIVERSITY COLLABORATION ENHANCES LEARNING FOR STUDENTS IN BOTH INSTITUTIONS

MINI-UNIVERSITY: MAXI-LEARNING

Third and fourth graders and undergraduate teachers in training are both students in Mini-University, a collaborative venture between the Murray City Public Schools and Murray State University in western Kentucky.

Nearly 200 elementary school students receive school enrichment classes on the university campus, taught by teacher education students and faculty. A number of objectives are accomplished in the process.

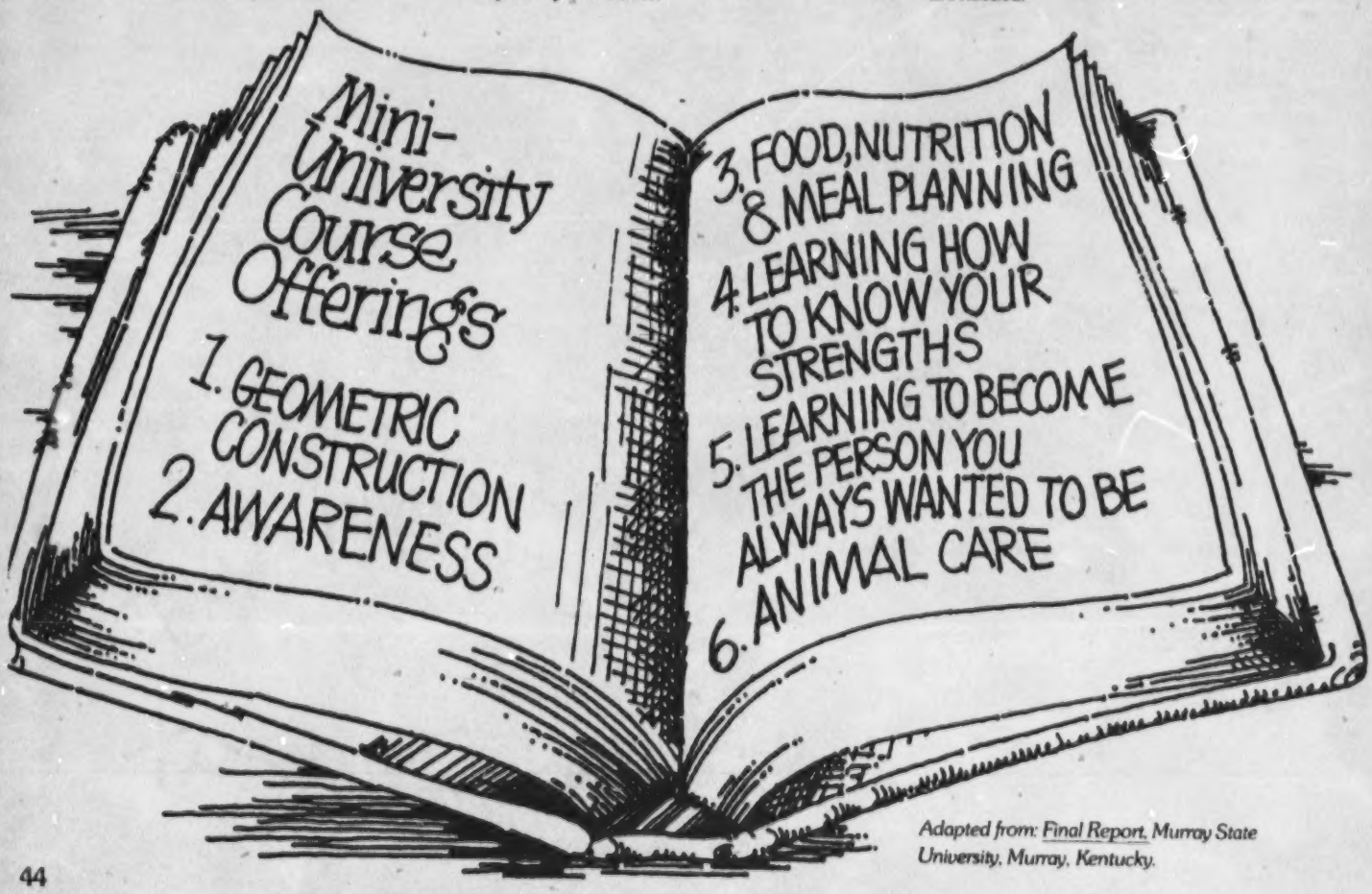
For public school students, career awareness is enhanced by introducing them to what a university is like and by the widespread use of community resource people in Mini-University courses. Decision-making is enhanced by allowing students to select their own courses from a catalogue similar to that used by university students.

For teacher education students, career preparation is strengthened by the opportunity to teach children in a creative setting under the close supervision of university faculty.

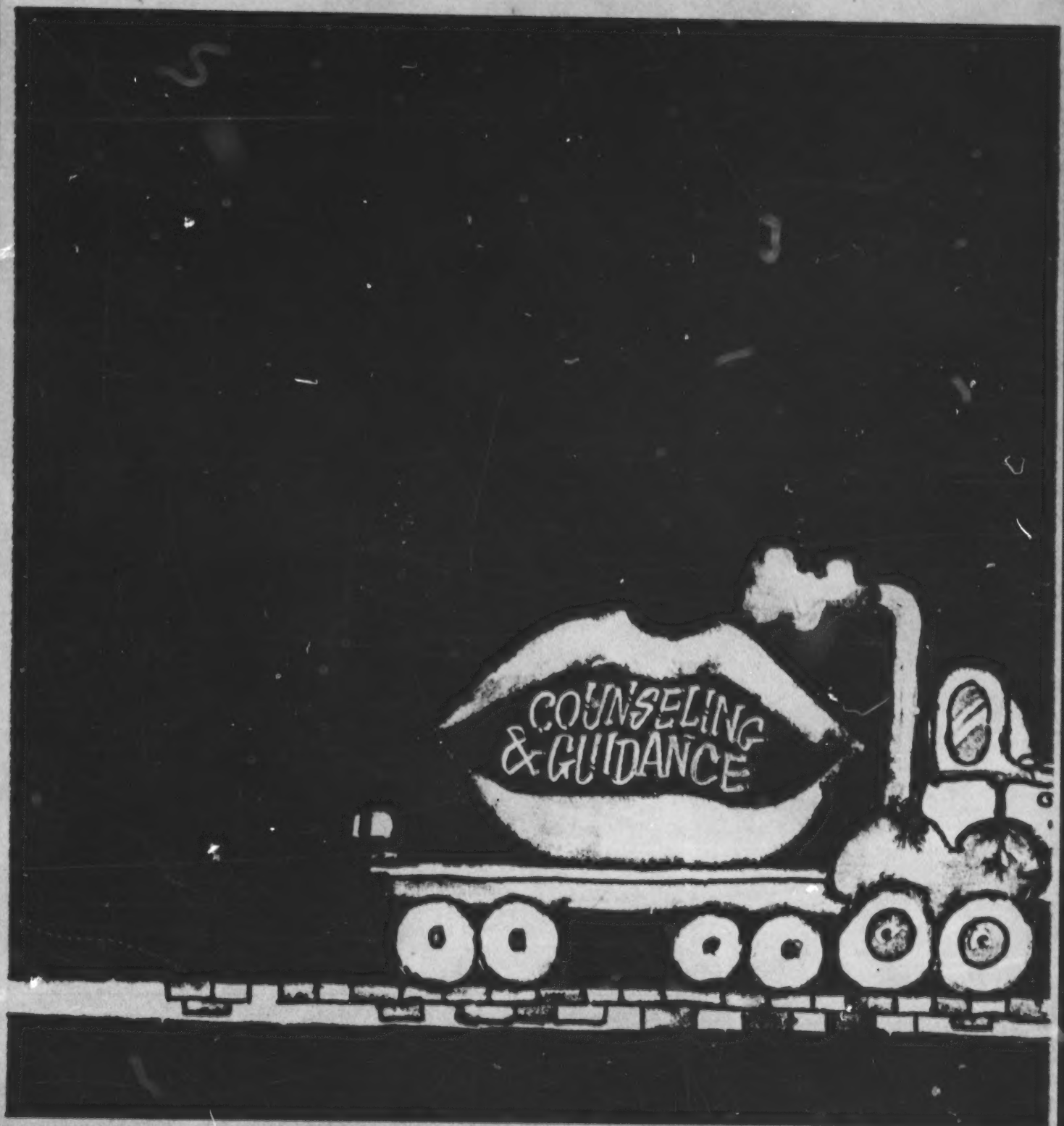
Even the faculty benefit by having an environment in which to test out their own career education ideas. Several courses are designed and taught by faculty themselves.

Course offerings vary over a wide range. Some course titles include: *Geometric Construction* (including practical "hands on" exposure), career *Awareness* (replete with exposure to resource persons), *Food, Nutrition, and Meal Planning*, *Learning How to Know Your Strengths* (emphasis on self-awareness), and *Learning to Become the Person You Always Wanted to Be* (emphasis on values clarification and human affect). One course dealt solely with sensitizing students to handicapping conditions.

Some activities of the course *Animal Care* illustrate the potential of the Mini-University program. Students learn personal responsibility for others through an introduction to the principles of animal care. Students visit the Murray State animal farm (the Agriculture Department Chairman goes along) and a veterinarian's office to learn about this job, what it involves, and what skills are needed.


Mini-University Course Offerings
1. GEOMETRIC CONSTRUCTION
2. AWARENESS
3. FOOD, NUTRITION & MEAL PLANNING
4. LEARNING HOW TO KNOW YOUR STRENGTHS
5. LEARNING TO BECOME THE PERSON YOU ALWAYS WANTED TO BE
6. ANIMAL CARE

Adapted from: Final Report, Murray State University, Murray, Kentucky.


COUNSELING
& GUIDANCE

TALKING WITH YOUR CHILD ABOUT YOUR CAREER
SFA PROJECT CAREER EDUCATION

Dear Parents,

Children have a natural curiosity and a desire to learn about things around them. How much do your children know about what you do, your career? You can help. What you do is important, especially to your own family.

A few ideas for talking with your child about what you do are listed for you. We hope this will be just a beginning. You can talk about the careers of friends and other family members. This will help your child understand the many aspects of a career. You can also help you child to understand the variety of careers there are in the world.

When it comes to careers, children start early learning the things that help young people make career choices. You are the most important person in guiding your children. We hope these ideas help you with your children in this important part of his or her life.

1. What Type of Work Do You Do?	Explain your work and its environment. What skills you need both academic and technical.
2. Why Do You Work?	What are the benefits? How do you enjoy your career. Does it give you a feeling of usefulness?
3. When Do You Do Your Job?	Do you work during the day, at night, full-time or part-time?
4. Where Do You Work?	Do you work at home, in an office, at a desk, in a lab or a store...? Do you work indoors or outdoors?
5. How School Helps You With Your Career?	What subjects were interesting to you at your child's age? Did these interests lead to your present job? How do academics relate to your job?
6. What Jobs Led You To Your Present Career?	What were your responsibilities at your child's age? Did you have summer jobs? Did you have a job while you were in school? Did you volunteer for work?
7. What Kinds of People Do You Work With?	Do you work alone, with a team, with a partner, with customers? Do you have a boss? What do you like about the people you work with?
8. When Did You Make Your Career Choice?	What plans did you make for your career? What plans do you wish you had made? What important decisions did you make in choosing your present career? What choices did you have?
9. Do You Get Paid For Your Job?	Are you paid by the hour, by the week, by the month or in other ways? What unpaid work do you do?
10. What Parts of Your Career Are Related to Your Hobbies and Leisure Time?	What are the skills or tools you use on the job that you also use in your hobbies?
11. How Does Your Career Influence Your Life-style?	Are there things about your career that determine where or how you live or vice versa?
12. What Things About Yourself Affect Your Career?	How do your interests, abilities, and needs relate to your career?
13. Who Benefits From Your Career?	How does your role in work, paid or unpaid, affect the well-being of the community?
14. How Do People Depend On Each Other?	How do you assist others or get help from others on the job? Do other people or businesses depend on you?
15. What Do You See In The Future?	How do you see yourself twenty years from now? Will you still have the same career? Will you live in the same area?

GOOD TIMES TO TALK WITH YOUR CHILD

Parents Can Be Used For Career Guidance

PARENTS WORK!

Would you believe that some of the most effective guidance resources are found outside of our schools! Parents and their work experiences are valuable sources of early, positive work attitudes, values, and exposure for children.

At the Stephen F. Austin State University in Nacogdoches, Texas, training teachers to implement career education programs has been an inherent part of their education program. Part of this training focuses upon how teachers can enlist the support of parents.

Reproduced above is part of the information developed for teachers to use with parents. Sent home with the child, the "Dear Parents" letter is one way to encourage parent involvement.

Taken from: The How To Book for Teachers, Project Interact, Stephen F. Austin State University, Nacogdoches, Texas.

FAMILY MEMBERS ARE IMPORTANT TEACHERS IN CAREER EDUCATION

Home Work

Students can learn a lot about the world of work, work habits and attitudes, and the relationship between school and work through working at home on projects jointly designed with their parents or guardians.

This technique was successfully tested in Pickens County Schools, Carrollton, Alabama, by having kindergarten and first grade students assigned certain jobs at home. Family members observed the students on these jobs, worked with them on work habits and values, and reported to the school on the results.

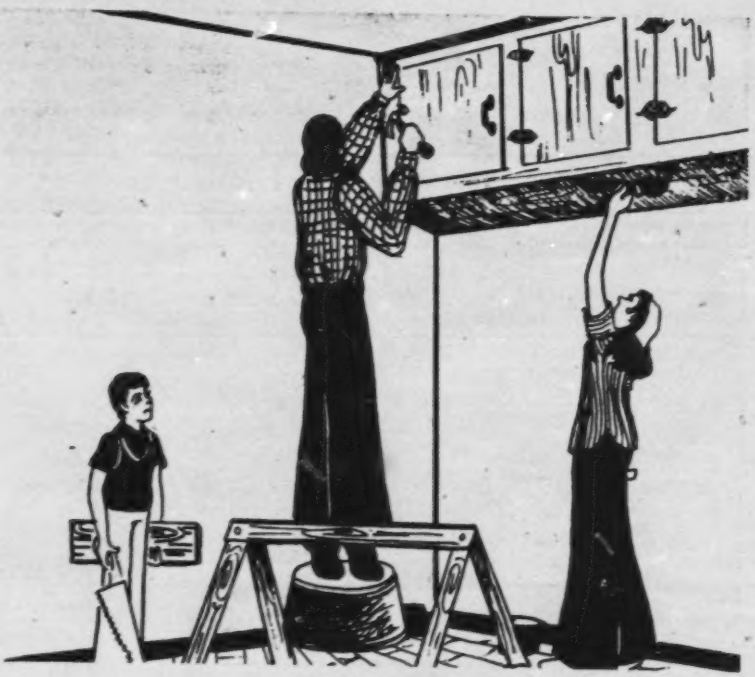
A similar approach was used by the Kentucky Valley Education Cooperative in Hazard, Kentucky. Using a large list of possible work projects, students, parents and teachers in all grade levels met and developed plans for a specific project for each student. This cooperative planning of student, teacher, and parent was viewed as critical. Students then did their work projects and kept a daily log of their efforts. Parents and teachers completed evaluation questionnaires to get their views on the success of the project. Projects lasted six weeks, during which time parents and teachers visited each other in the school and home at least twice.

The list of possible work projects generated for the Kentucky Valley parents/guardians is shown here.

Grades 1-3:
Home chores
Make beds
Carry out garbage
Sweep house
Sweep walks
Clean your bedroom
Make something for home
Improve personal appearance
Improve home grounds
Develop good manners
Get along better with others in family
Control my weight

Grades 4-6:
Assist in meal preparation
Do home chores
Care for a pet
Carry out scout project
Vacuum floors
Construct model cars, airplanes
Build electric lamp or other project from kit
Clean house on Saturday (How many?)
Keep closet and drawers neat
Care for sick or handicapped person in family or community
Make a toy for day care classes
Develop good manners

Grades 7-9:
Wash car
Clean yard
Assist in meal preparation
Care for pet
Part-time job
Work jointly with parent on some school related project
Work with parent on minor home repair
Make Christmas gifts together
Work with parent on hobby (coins, stamps, etc.)
Carry out 4-H project with parent
Assist in family owned business
Read book for blind or elderly



Grades 10-12:
Part-time job
Meal preparation
Trace family tree (roots)
Advance research project (outside school time)
Redecorate a room
Baby sit
Pump gas
Carry out clerk
Sell newspapers
Sell Grit
Operate school ice cream store
Work with teachers
Prepare breakfast for my family
Clean house on Saturday
Refinish furniture
Make garment for myself
Care for sick or handicapped person in family or community
Make a toy for day care classes

Taken from: Career education project materials, Carrollton, Alabama and Hazard, Kentucky.

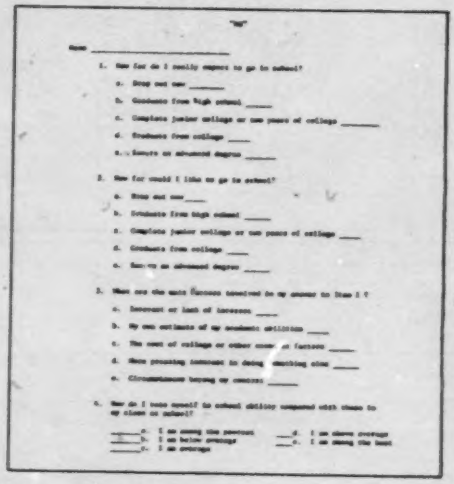
COUNSELORS ASSIST TEACHERS IN THE DEVELOPMENT OF SELF-CONCEPT/SELF-AWARENESS

Who Am I? Why Am I?

The Auburn University Career Resources Center develops material for state-wide in-service training for public school staff. The Center endorses a multi- and inter-disciplinary approach and encourages teachers and other school personnel to take a long and deep look at the myriad factors that influence a student's career choice.

An example of this inter-disciplinary, in-depth approach can be seen in the lesson plan below; the plan emphasizes the important concept of self-awareness and is intended for use with 12th grade English classes. The participation of the school counselor is included. Also shown here is an example of the kind of personality trait inventory that students might fill out as part of Item 3 in the lesson plan.

Taken from: "Career Education Curriculum Model —A Guide for Secondary Teachers Grades 9-12," Alabama State Department of Education, Montgomery, Alabama.



"Me"

Name _____

1. How far do I really expect to go in school?
   a. Drop out now _____
   b. Graduate from high school _____
   c. Complete junior college or two years of college _____
   d. Graduate from college _____
   e. Secure an advanced degree _____

2. How far would I like to go in school?
   a. Drop out now _____
   b. Graduate from high school _____
   c. Complete junior college or two years of college _____
   d. Graduate from college _____
   e. Secure an advanced degree _____

3. What are the main factors involved in my answer to Item 1?
   a. Interest or lack of interest _____
   b. My own estimate of my academic ability _____
   c. The cost of college or other study or training _____
   d. Have pressing interest to doing something else _____
   e. Circumstances beyond my control _____

4. How do I rate myself in school ability compared with those in my class in school?
   _____a. I am among the poorest
   _____b. I am below average
   _____c. I am average
   _____d. I am above average
   _____e. I am among the best

ELEMENT REFERENCE Self-Awareness
AREA 12 - English

Objective	Selected Activities	Resources
The student will evidence positive feelings about themselves as persons of worth, and will recognize and accept their feelings, their achievements, and their interests in relation to their anticipated career choice by writing a self-concept profile. Teacher Notes and/or Suggestions:	1. Each student will seek individual sessions with the counseling staff. 2. Each student will investigate the various tests which will provide information on self and help to make a choice of an occupation or a career. 3. Each student will take appropriate ability and interest tests and write a self-analysis profile. 4. Each student will list occupations of interest. For each of these, analyze the probability of success through your ability to speak, write and read well. 5. Students will discuss the meaning of "self" including the terms used to identify people such as an individual, a person, a personality, a human being or a "self." 6. Students will discuss how one's beliefs about religion, family, community, job, and government influence goals and values 7. Each student will identify a person whom he/she admires and will write a report describing the characteristics which cause that person to be admired. 8. Each student will list a number of personality traits and place them in order of importance. 9. Students will discuss the relationship of personality to career choices. They will recognize that the uniqueness of human beings keep individuals from wanting to enter the same field of work and influences the type of employment one chooses to prepare to enter.	1. School Counselor 2. Teacher prepared tests and handout sheets on personality traits, personal interests, and self-awareness.

A Career Resource Center Can Serve The Entire Community

CHART YOUR COURSE

"A Career Resource Center is a place where you can receive help from counselors in choosing, preparing for, or finding a career, whether you are 16 or 60 . . ."
—Madonna College

The Madonna College Career Resource Center, Livonia, Michigan, is an excellent example of turning philosophy into practice. Its services include testing, counseling, work experience, career information materials, and a variety of formal and informal courses and workshops to help people of all ages "chart their course in the world of work."

Two examples of Center offerings illustrate the range of services available.

The 1978 National Business Career Institute for College-Bound Women focused on helping senior high school women explore careers in business. Activities included: individual interest testing and analysis, values clarification exercises, seminars with women executives, computer games and the use of a computerized occupational information system, tours of businesses, and the role of college in preparation for the world of work.

The "New Career Planning Workshop," for over 80 teachers recently released from their jobs, due to budget cutbacks, is another example of service to the full community. Workshop topics included: job hunting strategies, interviewing and resume strategies, career testing and self-assessment, and group rap sessions and individual interviews with potential employers.

Adapted from: Project development materials, Madonna College, Livonia, Michigan.

Community Services Meet Diverse Needs In Urban Schools

SO YOU WANT TO WORK

Meeting the career development needs of students in inner-city schools can involve a wide variety of services. In addition to the common career education need for field trips, speakers, and career materials—resources often provided by the community—students in urban schools may also experience needs related to unemployment, health care, drug abuse, lack of recreational activities, etc. These needs may be directly or indirectly related to a student's career development. Unless the needs are met, much of what the schools try to do in career education cannot succeed.

The Urban Career Education Project of the Dallas, Texas school system tackled this problem head-on. The project's guidance specialist established a "referral system:" teachers and others participating in the career education effort identified students with critical needs and assured that they were linked to existing school and community resources set up to meet these needs. The project also developed "A Directory of Services for Youth" aimed at the same goal of linking youth to community resources.

A portion of the Directory is reproduced here to illustrate the kinds of resources identified and described.

Taken from: "Demonstrating Successful Career Education Practices, K-12, In a Large Urban Setting," Dallas, Texas.

SO YOU WANT TO WORK

Dallas County Manpower Program
623 Records Bldg., Dallas 75202
749-6211
SERVICES -Provides part-time and full-time jobs to help keep youth in school. Summer program offered. Provides skill, training and opportunity for GED diploma for school dropouts. Must be poverty-level Dallas County resident. No fee. Hrs. 8-5 M-F.

Dallas Opportunities Industrialization Center, Inc.
3315 Elm, Dallas 75226
748-6001
SERVICES - A comprehensive employment and training center and pre-vocational training, vocational counseling and job placement. No fee.

Dallas Youth Services Project Office
522-2630
SERVICES -Provides vocational rehabilitation services to troubled youth 15-17. Clients must be AFDC recipients, economically and socially disadvantaged. Services enable the client to become employed in an occupation that suits his aptitudes and abilities. Hrs. 8-5 M-F.

Dallas Work Opportunity and Retraining Center, Inc.
1645 N. Stemmons, Dallas 75207
747-8878
SERVICES -Work adjustment training and employment for handicapped. Work activities center program including home living skills for severely mentally retarded adults. Hrs. 8-4:30 M-F

Job Corps
8300 Carpenter Fwy, Dallas 75247
631-6050
SERVICES -Residential training and job placement for disadvantaged and/or unskilled youth 16-20. Hrs. 8-5 M-F.

Law Enforcement Explorer Program.
106 S. Harwood
748-9711 Ext. 1515
SERVICES -An explorer program for youths 17-20 who are interested in police work. Youths receive specialized training, ride observation with police offiers, engage in civic projects, participate in camp-outs, etc.

INTERVIEWER ONLY

How vocationally mature is this student for his/her age? Least Mature 1 2 3 4 5 Most Mature

What do you see as this student's major needs in his/her career planning?_____

_____

How much information does he/she have about the work world?_____

_____

What is his/her attitude about work and its place in life?_____

_____

What kinds of help or information did you (can you) recommend to assist him/her in thinking about himself/herself and the options open to him/her?

_____

_____

_____

What do you see as the next steps favorable for this student in his/her planning?

_____

Do you see any kind of a career pattern evolving?_____

_____

How does work fit into his/her value system or projected life-style?_____

_____

_____
Signature of Interviewer

Please rate this form as a guide to the interview:

- ☐ Excellent - Very helpful, stimulated interaction/
- ☐ Very good - I liked it and found it appropriate and helpful.
- ☐ Satisfactory - Worked OK for me but no strong feelings.
- ☐ Unsatisfactory - Got in the way of real communication

Please make concrete suggestions for changing or improving this interview guide as well as for its use.

_____

_____

Teachers Can Serve As Career Advisors

TEACHER-ADVISOR

Teacher advisor programs are an effective way of helping individualize and personalize career education programs. The Roseville Area Schools (Minnesota) career education program operates one such program and also trains others in replicating the model that they use. Their teacher advisor training program focuses upon helping teachers learn the following types of skills: building a helping relationship, interpersonal communication, recognizing the career needs and developmental tasks of youth, development of decision-making skills, using small group activities, using the career learning center and other school/community resources, parent conferencing, and monitoring student progress.

Monitoring student career development activities on an ongoing basis is difficult without an advisor program. Typically, student/counselor ratios are too high for effective guidance of every student, and career learning center personnel usually have too many other functions to effectively monitor more than a few students.

One of the training activities used in Roseville focuses upon helping teachers learn to monitor and record a student's career development, from elementary school through high school. Establishment of a student portfolio is recommended, complete with resume, letters of recommendation, work samples, performance indicators, academic profiles, and an autobiography.

Shown here is a form for use in a high school student's career development interview. The completed form would go in the student portfolio.

Excerpted from: Implementing Career Education: Staff Development, Arland Benson, Roseville Area Schools, Roseville, Minnesota.

Balancing a checkbook, maintaining a budget, filling out job application forms, paying taxes, writing a resume, learning about paycheck deductions, learning about benefits, and learning about bank accounts, are but a few of the many topics dealt with in the Detroit Urban Career Education program in Detroit, Michigan to insure that students acquire a comprehensive range of practical life skills necessary for coping with day-to-day living in the adult world.

Shown below are samples of student activities used as part of the counseling and guidance effort. *Activities taken from: Career education project materials, Detroit Urban Career Education Project, Detroit, Michigan.*

SURVIVAL SKILLS ARE ESSENTIAL TO SUCCESS
SURVIVAL OF THE FITTEST

Deductions from Your Paycheck

What is the difference between gross earnings and net earnings? *

Your employer pays for some fringe benefits. You pay for other fringe benefits through deductions from your paycheck. Some fringe benefits both you and your employer pay for together.

Which benefits do you pay for?* _____
Which ones does your employer pay for?* _____
Which ones do you both pay for?* _____

Look at this pay stub. Do you understand what each of the deductions is for? Does your pay stub look like this?

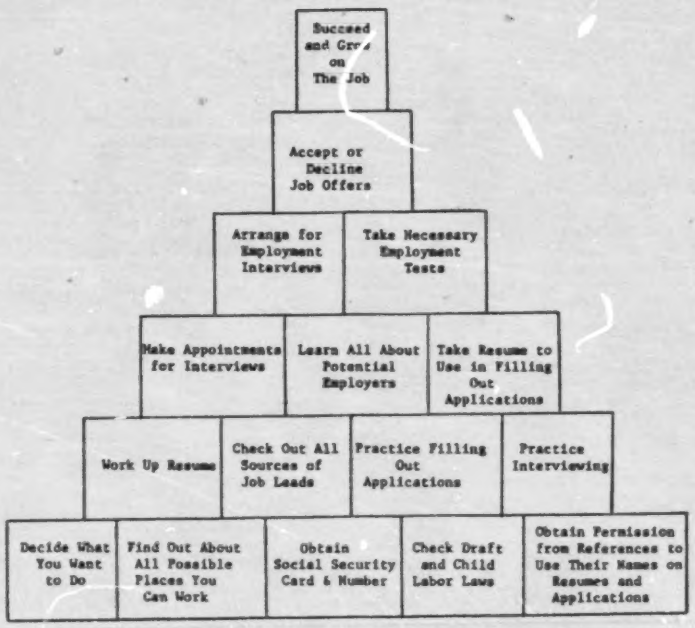
HOURS WORKED	OVERTIME PREMIUM HOURS	PAID ABSENCE HOURS	HOLIDAY VACATION HOURS	SHORT WEEK HOURS	MISC. HOURS	BASE PAY	OVERTIME PREMIUM PAY	NIGHT PREMIUM PAY	PRIOR WEEKS ADJUSTMENT
52 7	6 35					179 64	19 32	10 56	

	SHORT WEEK PAY	GROSS EARNINGS	FEDERAL WITHHOLDING TAX	STATE TAX	F.I.C.A.	OTHER TAX	UNION DUES	CONTRIBUTION
THIS WEEK		208 52	41 90	10 39	12 97		9 19	3 25
THIS YEAR		7794 36	3341 47	98 42	431 82		413 78	

EARNINGS	CREDIT UNION	TOOLS SUPPLIES SHOES	U.S. SAVINGS BONDS	SPECIAL DEDUCTION	PAID ABSENCE BALANCE	LOCK BADGE	NET PAY	SPECIAL DEDUCTIONS	PAY PERIOD END
	10 00						122 93		MO DAY YR 04 30 76

EMPLOYEE NUMBER 01798 | EXEMPTIONS 4 | DEPEND 0
MIDDLETON ELECTRONICS CORPORATION

If your employer provides room and board, he will also deduct these from your paycheck.


Succeed and Grow on The Job
Accept or Decline Job Offers
Arrange for Employment Interviews
Take Necessary Employment Tests
Make Appointments for Interviews
Learn All About Potential Employers
Take Resume to Use in Filling Out Applications
Work Up Resume
Check Out All Sources of Job Leads
Practice Filling Out Applications
Practice Interviewing
Decide What You Want to Do
Find Out About All Possible Places You Can Work
Obtain Social Security Card & Number
Check Draft and Child Labor Laws
Obtain Permission from References to Use Their Names on Resumes and Applications

JOB FINDING PYRAMID

CAREER COUNSELING SHOULD INCLUDE ALL ASPECTS OF JOB HUNTING

Know Thyself

Much information is given to students about how to get a job. However, little is said about why people don't get them.

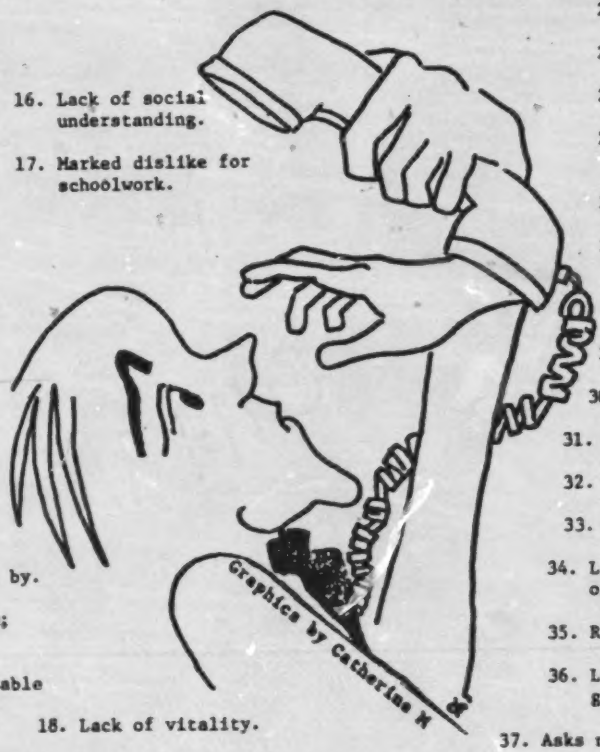
The following list, developed by the Industry Education Council, Burlingame, California, in their career education project informs students as to, "Why Employers Do Not Hire—"

Taken from: "Survival Packet for Job Hunts," Burlingame, California.

Why Employers DO NOT Hire . . .

Prepared by Toni St. James

1. Lack of planning for career – no purpose or goal.
2. Lack of interest and enthusiasm; passive; indifferent.
3. Lack of confidence and poise; nervous; ill at ease.
4. Never heard of company.
5. Poor personal appearance.
6. Overbearing, overaggressive, conceited, superiority complex, know-it-all.
7. Inability to express self clearly; poor voice, diction, grammar.
8. Overemphasis on money; interest only in best dollar offer.
9. Poor scholastic record; just got by.
10. Unwilling to start at the bottom; expects too much too soon.
11. Makes excuses, hedges on unfavorable factors in record, evasive.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy; ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for schoolwork.



18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, 'dead fish' handshake.
21. Indecision.
22. Friction with parents.
23. Sloppy application blank.
24. Wants job only for short time.
25. Lack of knowledge of field of specialization.
26. Parents make decisions.
27. No interest in company or industry.
28. Emphasis on whom he/she knows.
29. Unwillingness to go where sent.
30. Cynical.
31. Narrow interests.
32. Poor handling of personal finances.
33. Inability to take criticism.
34. Lack of appreciation of the value of experience.
35. Radical ideas.
36. Late to interview without good reason.
37. Asks no questions about the job.
38. Indefinite response to questions.

TALENTED AND GIFTED STUDENTS REQUIRE SPECIAL GUIDANCE

You've Got To See A Future... If You Want To Get Ahead

Forty high school seniors from Texas had the opportunity to participate in a three-phased career education program for gifted and talented students. This project, entitled "Career Education for Gifted and Talented Students, A Triadic Approach," was designed to combine the public school, the university, and the business sectors as classrooms for learning. The model that was developed used guidance, mentoring, and on-the-job training as an alternative approach to serving the unique career development needs of this special population.

The project, which was conducted by the Center for Career Development and Occupational Preparation at Texas A & M University, developed an implementation handbook of community-based career education for gifted and talented high school seniors entitled, "Keeping a Sense of Direction in a Snowstorm." In connection with the students' guidance experience, many activities are included. Two of these are outlined below.

Taken from: "Keeping a Sense of Direction in a Snowstorm," Texas A & M University, College Station, Texas.

DIRECTIONS FOR SCENARIO

Write a scenario of a day or week in your life as it might occur in the year 2001. A scenario is simply a description of a sequence of events that might possibly happen in the future. A scenario is usually developed by studying the facts of a situation and selecting a development that might occur, and imagining the range and sequence of events that might follow. Use the facts you have about yourself, the occupation you have described, and the future and try to imagine a specific day or week in the year 2001. Describe what you will be doing, where you will be, whom you will be with, what will be happening in the world, and how you will feel about all of these things.

Source: ***E. PAUL TORRANCE***
University of Georgia
Athens, Georgia

CAREER-O-GRAMS

Listen,
Analyze, and
Weigh all facts, to determine
Your clients
Equal rights under our law and get
Rich as a result.

James **S**tancil

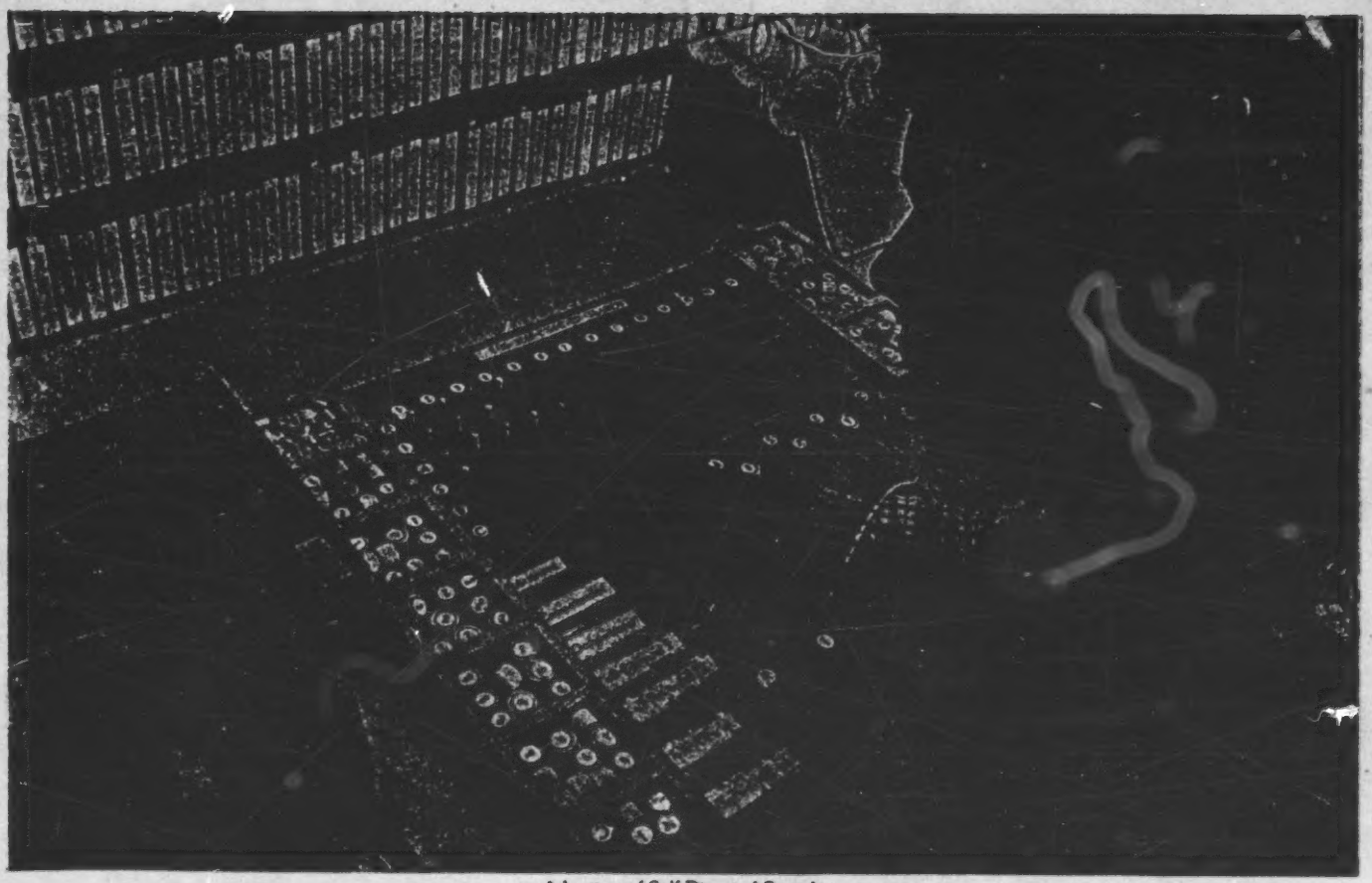
Can you be
Interested enough to
Vie for top marks
In order to
Learn the

Essentials for building
Narrow bridges over
Gorges
In
Nairobi as well as
Experimenting with crashing small
Engined cars into
Railroad abutments

Tom **W**ilkes

Acting like someone you're not but
Conveying
True emotions and feelings of
Realism
Especially when there are
Stupendous amounts of
$ involved.

Teri **R**ichardson



Adaption of Self-Directed Search

Self-Directed Career Planning Programs Are Available For Visually Disabled Persons

CHANCES FOR CHOICES

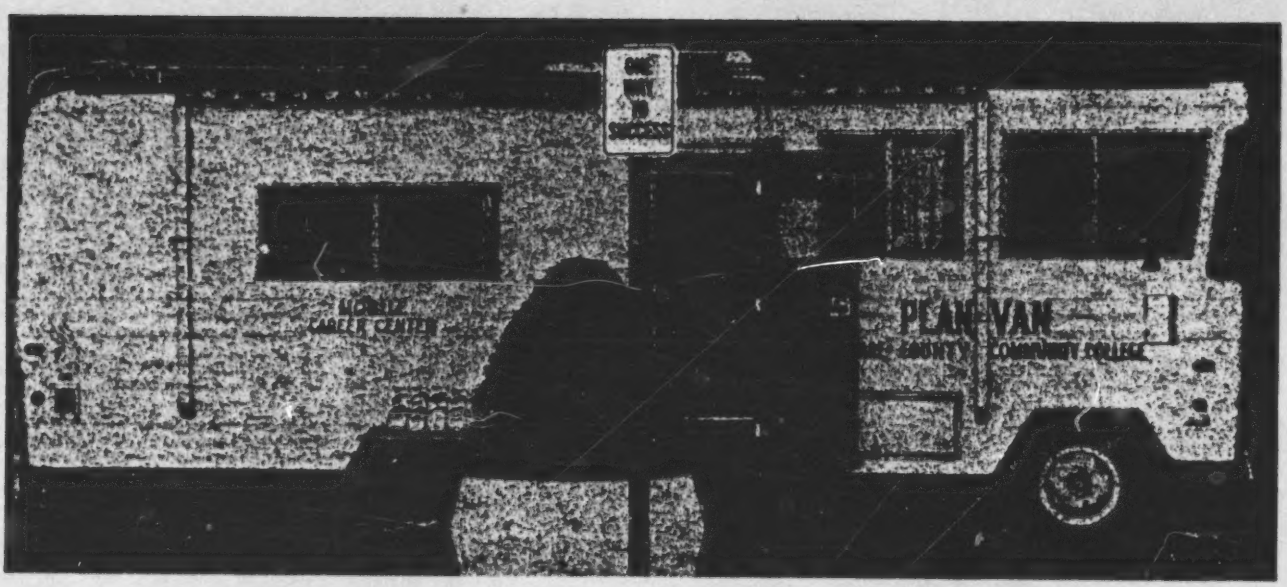
Florida State University College of Education, in conjunction with the Curricular Career Informational Service (CCIS), sought to increase the career planning options and opportunities for visually disabled persons. Specific methods and techniques involve adaptations of materials and processes from CCIS at Florida State University to be used by visually disabled persons in high schools, community colleges, vocational technical schools, colleges and universities, and rehabilitation agencies.

As a result of this project, visually disabled individuals will have a better opportunity to explore a full range of self-awareness, occupational information, decision-making and employability skills training approaches.

Some materials and processes that have been developed include:

1. The Occupational Information Library for the Blind
   An audiotape career library describing approximately 600 different jobs being successfully performed by blind men and women,
2. Audiotaped interviews with blind men and women working in a variety of occupations,
3. The Self-Directed Search
   An adaptation of John Holland's occupational interest inventory. The adaptation can be self-administered, scored and interpreted by visually disabled students without the need of a reader,
4. Resume writing and interview preparation guides available in braille, large type and audiotape, and
5. Audiotaped interviews with faculty members who discuss FSU majors,
6. Audiotapes discussing 504 and Affirmative Action Regulations and their implications in career planning,
7. An audiotaped list of questions typically asked of the disabled during employment interviews, and
8. A college handbook describing programs and facilities for the disabled at over 500 colleges and universities.

Taken from: The Florida State University CCIS brochure, Tallahassee, Florida.



Counseling In Community Colleges Aids Students' Career Choices

WAYS TO SUCCESS

In many community and junior colleges, counselors and guidance personnel have seized the opportunity to play key roles in the implementation of career education. The American Association of Community and Junior Colleges developed a catalogue of innovative efforts in this and other aspects of career education. Two of these efforts are described briefly here.

• One such effort was at Moorpark College in Moorpark, California. The college developed a speaker series program called "Hot Seat."

Taped in the college instructional studio before a live student audience, unique occupational forums bring employers, students and college staff together in a free-wheeling, open-ended exchange of career information.

In addition to creating an awareness of occupational options and developing an understanding of job demands and preparation needed, tips are offered to newcomers who are looking for ways to get a toe in the door.

Counselors take the lead role and act as program moderators while instructors share equal billing as hosts/panelists. The real "stars" of the program, however, are the two or three guests who talk about their jobs and the paths they chose in reaching career goals. Students in the advanced telecommunications program do the camera and production work. Speakers and faculty members receive handbooks prior to taping, outlining the questions they will be expected to answer. Members of the audience are encouraged to question or challenge those on the panel.

• Another innovative career education program in progress at the Brookdale Community College involves the Women's Center at Brookdale which provides service to women who want to plan effectively for the future. Some of the services include:

1. On the site counseling,
2. Outreach counseling,
3. Programs and workshops (these focus on awareness, identifying skills, decision-making, resume writing, job hunting techniques, mid-life crisis, divorce, etc.), and
4. Outreach program (these include "Women's Center Comes to Your Town," presented at public libraries to supply information on jobs, training, community resources, etc.; workshops for low-income or handicapped women who cannot come on campus; and workshops in public schools, which provide information for parents—especially mothers—to assist their daughters with career exploration and educational planning).

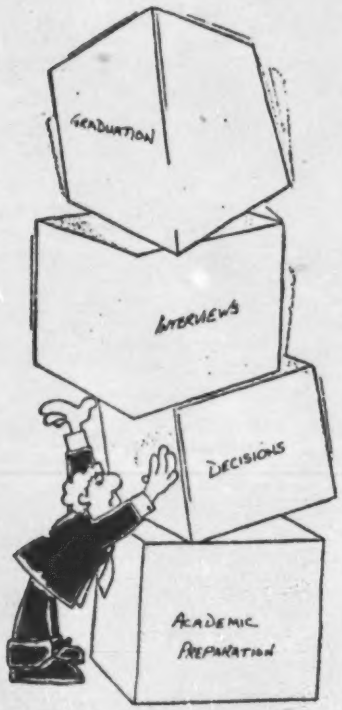
Adapted from: "Career Education in Community Colleges: A Sourcebook," American Association of Community & Junior Colleges, Washington, DC.

CAREER GUIDANCE FOR COLLEGE STUDENTS AIDS CAREER CHOICES

Information Is Power

The Alma College Career Education Program, Alma, Michigan, was designed to strengthen traditional career planning services, add new programs that support and augment the strengths of the liberal arts program, and more effectively integrate the students' educational progress with plans to enter the world of work. The components that were identified as necessary to effectively assist students included:

- early determination of student vocational interests, abilities, needs, and values;
- improvement of student career planning, using specially trained faculty as Career Preparation Coordinators;
- infusion of career education goals into student and faculty planning;
- development of student career and employment search skills and entry-level work experience;
- practicum placement in work experience related to student goals and talents;
- graduation requirements emphasizing competencies, especially in writing, analysis, problem-solving, and communications skills; and
- improved placement services for graduates.



Nine workshops were available for students under the program. They provided information on many aspects of the world of work including: career exploration, occupational information, communication skills, practicum planning, letter writing, interview practice, and graduate and professional schooling planning.

An activity that was used in the Occupational Information Workshop is outlined below. The objective of this activity is to help students discover the types of information necessary for making occupational choices.

Taken from: "Career Preparation and the Liberal Arts—A Report of Progress," Alma, Michigan.

OCCUPATIONAL INFORMATION WORKSHOP

INFORMATION IS POWER

THREE JOBS EXERCISE

Suppose there are three jobs from which you must choose, all of which would give you something you like to do. The only information you have is:

Job 1

Offers the potential for more than double the pay of the other two jobs. However, there is no security plan--insurance, health benefits, etc. --and most people in this job do not stay more than three years, even though they make a lot of money in that time.

Job 2

Once you are hired in this job you will probably be expected to stay for a long time. Retirement, education, and health benefits are excellent, but the salary is the lowest of the three jobs.

Job 3

This job has moderate chances for advancement. Most people who work on this job move up a notch or two but rarely reach the higher ranks of the firm. Retirement, health, and education benefits are good, but there is about a 20 percent chance that people who work in this job get laid off permanently within five years.

What information would help you decide?

Institutions Of Higher Education Infuse Career Education Into The Curriculum

A MEETING OF THE MINDS

It is becoming more apparent today that the infusion of career education within institutions of higher education is a necessary function in order to make individuals' work more meaningful, productive and satisfying.

The University of Maine at Orono is meeting this need through the development of curriculum units. These units have been created by University faculty from a variety of academic disciplines including: education, business administration, microbiology, agriculture and engineering. Two examples of units that have been developed are: "Career Education for Students in Land Use Planning" (Life Sciences and Agriculture) and "An Introduction to Free-Enterprise Economics" (Business Administration). One unit called "Looking Up: The Boss-Employee Relationship" focused on self-awareness and job holding skills. The unit, which can be infused into courses in education, was designed to develop an overall awareness and understanding of the boss-employee relationship and the importance of the employee's role within that relationship.

The following learning activities are utilized in the unit:

- The leader presents a general introduction to the unit and/or workshop by explaining its purposes and by providing definitions, roles, responsibilities and functions of the concepts "boss," "employee," and "boss-employee relationship."
- The leader then asks members of the group to perform a number of self-awareness activities including: (1) think back to their childhood and of their relationship to authority figures; (2) list in writing all the jobs they have held along with the name of their boss, what they did or did not like about their boss/employee relationship; and (3) reflect on their "ideal boss" and on their "ideal relationship" with a boss.

The leader may then ask members of the group to share with the group what they learned about themselves by doing the three self-awareness exercises cited above.

- The workshop leader brings to the group two boss-employee pairs to talk about how they see their roles as bosses or employees and their relationship in their roles.
- The workshop leader assigns group members the task of going out into the field and finding at least two people to interview in order to learn more about employee perceptions of bosses and to learn the sources of satisfaction and dissatisfaction in those relationships.
- The workshop leader presents a general theory describing the personnel responsibilities of a boss such as interviewing, selecting, training, motivating, evaluating and the firing, retaining and/or promoting of employees. The group is later asked to brainstorm on how the employee might take the initiative to do the same with his or her boss, discussing how a person can interview a boss, train and motivate a boss, evaluate a boss, and fire, retain, or promote a boss.
- The group leader identifies a series of problem situations similar to those listed in the activity cited above. Members of the group role-play a boss and employee dealing with one of these situations.

Upon completion of all the learning activities, each member writes a summary of what was learned from participation in all the experiential activities. Suggested topic is "What I Learned About Myself." Each member should develop an analysis of personal strengths and weaknesses in relationships with his or her boss.

Taken from: "Career Education in Higher Education, An Infusion Model," University of Maine at Orono, Orono, Maine.

UNIVERSITY ALUMNI ASSIST IN CAREER GUIDANCE

LIBERAL ARTS OPEN CAREER DOORS

What do a Congressional budget analyst, a computer programmer for Hughes Aircraft, and a production engineer for Shell Oil have in common? They're all University of Denver mathematics graduates who reported, in a departmental alumni survey, that their major was significant in helping them obtain and hold their jobs. And they're all part of the university's effort to implement career education.

The university worked with faculty from ten academic departments to improve career counseling for students and to infuse career preparation into the liberal arts.

Using the alumni survey as a base, the Department of Mathematics also developed a student career handbook and included a career awareness module in a mathematics seminar.

The efforts of the Department of English also illustrate the university's career guidance activities.

In addition to their own alumni survey, two faculty members designed and conducted a credit course called "Introduction to Undergraduate English Studies: Career Advising." The course syllabus, illustrated briefly below, placed emphasis on using career information materials in place of textbooks and on alumni presentations on the relevance of English in such career fields as publishing, federal and state government, law, and the business world. *Adapted from: Final Report, Denver, Colorado.*

INTRODUCTION TO UNDERGRADUATE ENGLISH STUDIES: CAREER ADVISING

Week 1: Modern Language Association Booklet: "English: Preprofessional Major"

Week 2: Preprofessional Major

Week 3: Prospects in Publishing: Speaker from Viking/Penguin Press

Week 4: Selling Your Talents: Vita Preparation and Interviewing

Week 5 Employment with the Federal and State Governments: Resource Person from U.S. Civil Service

Week 6: Prospects in the Foreign Service

Week 7: The State of Graduate Studies in English

Week 8: Librarianship

Week 9: General Requirements for the Business World

Week 10: Law

CAREER GUIDANCE RESOURCES EXIST IN MANY PLACES

Ascend To Career Choices

A variety of career guidance and counseling resources exist in any community, but in a place like New York City, the possibilities are almost endless.

In an effort to communicate these resources and ideas for other aspects of career education to the more than 46,000 teachers and counselors in New York City schools, Project ASCEND (A Systematic Career Education Network for Dissemination) was created.

Displayed here are some of the career counseling and guidance activities disseminated by Project ASCEND as examples of what might be done in schools.

• By calling Open Doors, a resource center, students are given direct contact with working adults through speaker programs. A teacher can obtain a work world representative—a banker, lawyer, personnel officer, art director, construction worker, union official, and more—to visit classes to talk on such topics as bookkeeping, credit, tenants' rights, job interview techniques, and career opportunities. For many students, these visits are their only chance to meet face-to-face with persons from the business and professional world.

• "Fashion Show" is the theme and activity for emphasizing what to wear and not wear when applying for a job, while on the job, after working hours, and for just having fun. The guidance counselor can work closely with the Home Economics Department to develop this program. Personnel managers from nearby department stores can be contacted to help support the program. Follow-up workshops for students on how to apply for a job can be organized by the guidance counselor in conjunction with the teachers.

• Without making very much noise at all, the Youth Employment and Training Program (YETP) has processed, through its assessment center and placed into jobs, over 1,000 students. What's notable about this program is that the processing and assessment are not just busy paper work. They really make a difference.

Take Sheri Bell, for example. She went through the assessment phase of YETP and discovered that she has an aptitude and preference for technical stage maintenance and design. She was linked up with John Walker, Technical Director of the Brooklyn Arts and Culture Association (BACA), housed at the Brooklyn Museum. On alternate weeks, John started Sheri on operating stage lighting and sound systems. Then she progressed to stage scenery design at Long Island University's Triangle Theater on Flatbush Avenue.

Now, Sheri is all excited about her life; she's all excited about her work, and she's even excited about her schooling.

Taken from: Project ASCEND materials, New York, NY.

Sherri Bell working with sound equipment for BACA.

Luis Gonzales of International Paper, a frequent Open Doors "Speaker in the Classroom", talks to students at James Monroe HS. After a previous talk by Mr. Gonzales on how to take a job interview, a teacher reported: "He came in a conservative suit and tie and told them this is how they should dress, and to leave their slang at home. This was the first time they had heard something like this."

OPEN DOORS

MANAGEMENT

A PLANNING PROCESS FOR IMPLEMENTING CAREER EDUCATION

12 STEPS THAT WORK

The Interinstitutional Consortium for Career Education (ICCE) has designed a process to assist state educational agencies, local educational agencies and institutions of higher education to identify, select, and implement existing career education techniques, processes and materials, in order to develop comprehensive career education programs. The process involves the joint use of two basic documents to accomplish these goals.

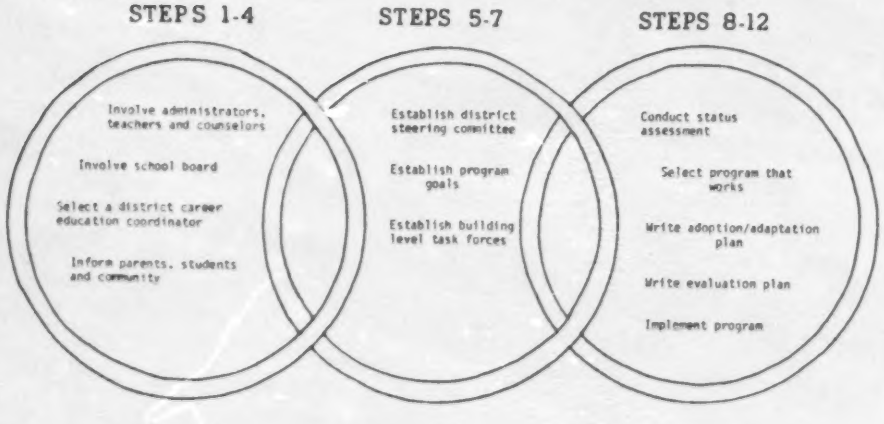
The first handbook, entitled *12 Steps to Career Education*, includes procedures and support materials to be used by educational practitioners, students, parents and community representatives, for the development of comprehensive career education programs. The second handbook, entitled *Career Education: Programs That Work* is a compilation of descriptions of existing career education techniques, processes and materials, developed in previous federal, state, and local efforts in the northwest. This handbook is used in connection with step 9.

The chart below illustrates the "12 Steps Planning Process" that is used as the basis for the planning and implementation of a comprehensive K-12 career education program.

Step number 5 involves the establishment of a district steering committee and highlights of the procedures are indicated.

Adapted from — *12 Steps to Career Education*, Interinstitutional Consortium for Career Education, Salem, Oregon.

12 STEPS PLANNING PROCESS



ESTABLISH A DISTRICT STEERING COMMITTEE

The superintendent appoints the steering committee from a recommended list of people. The role of the committee must be clearly spelled out in writing.

NOTE: The superintendent might want to designate the local coordinator as executive secretary.

PURPOSE(S)

The steering committee should provide overall direction for the process.

The committee should serve as the formal link between the school district and the community.

EXPECTED OUTCOME(S)

A steering committee will be set up and given its charge by the superintendent.

A committee's charge will be put in writing and posted.

The first meeting will be held.

SUGGESTED PROCEDURE(S)

A. ORGANIZE THE COMMITTEE

B. DETERMINE POSITIONS TO BE FILLED

C. CONSIDERATION IN SELECTION OF CANDIDATES

D. RECOMMEND A LIST OF CANDIDATES

E. CONVENE AN ORGANIZATIONAL MEETING

IN-SERVICE TRAINING AIDS INFUSION OF CAREER EDUCATION

A Share Of The Action

The Roanoke City Public Schools are developing teacher-counselor-administrator competencies in the area of career education through an intensive, comprehensive in-service career education program.

"A Share of the Action" is the title of seven in-service programs, produced by WBRA-TV, Roanoke, and developed by Roanoke city educators. The "Teacher's Handbook," detailing the effective career education approaches and techniques shared through the workshop experiences, accompanies this in-service series. Color video cassette copies of the program are provided for the use of the Roanoke city educators. The programs are also available to the other thirty-one divisions of the Blue Ridge ETV Association, both through regular broadcast and cassette copies that they may purchase. Career Education In-Service Series titles are:

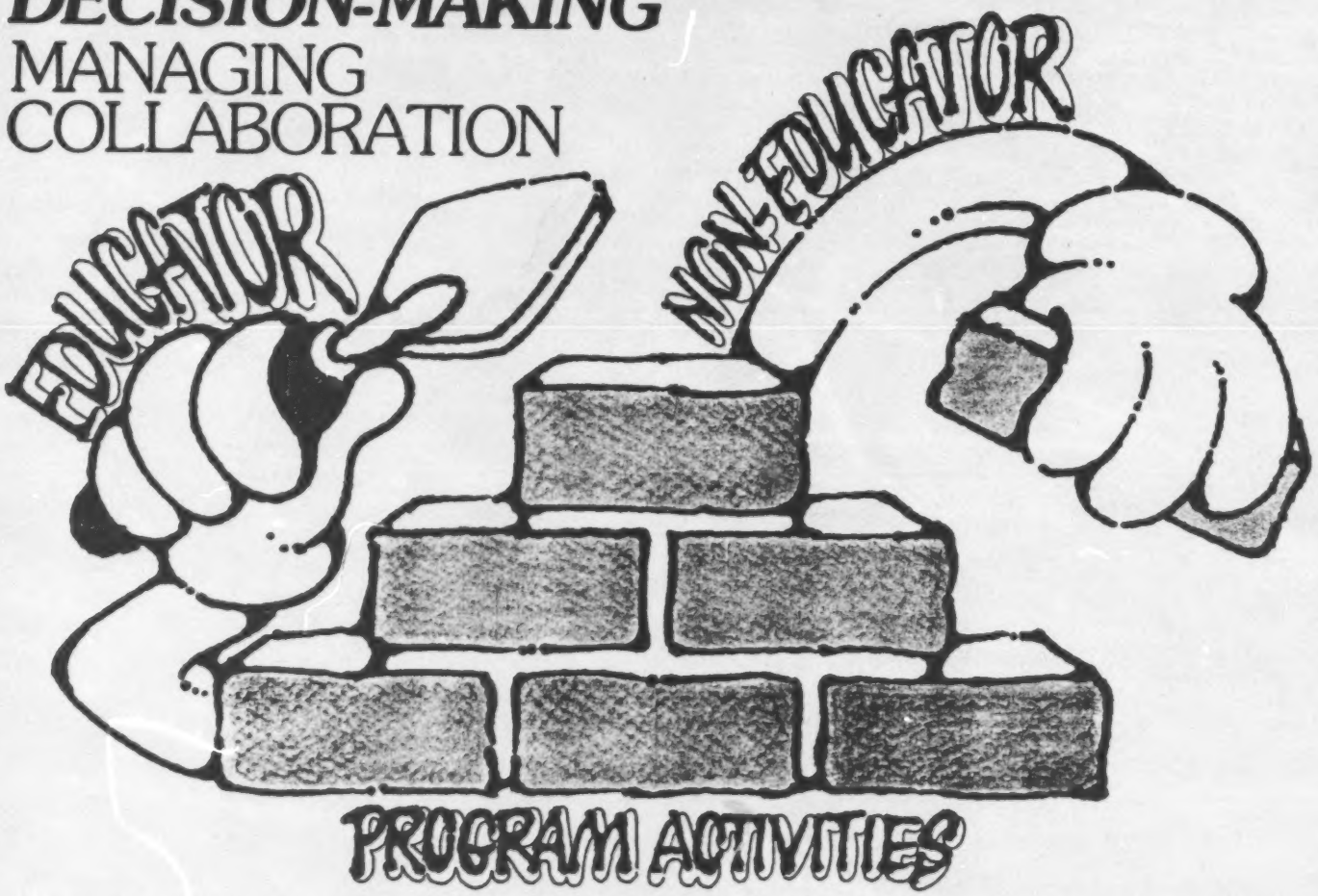
1. "What It Is."
2. "How to Do It."
3. "Career Awareness in the Elementary School."
4. "Career Exploration in the Junior High School."
5. "Career Decision-Making in the Senior High School."
6. "Your Community Resources."
7. "Project Evaluation and Projection—Where Do We Go From Here?"

Taken from — "Teacher's Workshop—A Share of the Action," Roanoke, Virginia.

Color Video Cassettes

COMMUNITY PERSONS ARE INVOLVED AS PARTNERS IN DECISION-MAKING

MANAGING COLLABORATION



Career education activities are typically initiated and run by educational personnel with "input" from community representatives. Use of the Management Team Concept, developed by the Worcester Area Career Education Consortium, is a major step in having the decision-making powers shared by educators and non-educators alike.

The team is formed by pairing one educator with one non-educator until a reasonable size is reached – a group no smaller than 6 and no larger that 14 is suggested. Each member has one vote, and a simple majority rules. The Project Director has the tie-breaking vote, but delays using it to see if the team can make a firm decision on its own.

The management team was responsible for making all decisions about running a major career education training program for school staff. The team determined the schedule of events and provided direction to a training team on issues to be covered. They were responsible for gathering participant feedback after each session and used this to plan for subsequent sessions.

The purpose of the management team approach is to develop shared ownership in the program's activities, and thus create more intensive involvement on everyone's part. The potential of a clash forces each group to listen to the other and develop compromise positions, but the need for a tie-breaker seldom arises.

Taken from – "Management Team" Career Education Activity Card, Worcester Area Career Education Consortium, Worcester, Massachusetts.

Learner Outcomes Guide Curriculum Planning

THE LONE STAR SHINES

The career education staff, Region 10 Education Service Center (ESC), is managing a U.S. Office of Education project called Implementing Career Education Systematically (ICES). This project is designed to accomplish two major objectives: (1) to find out whether the career education techniques and procedures developed by Region 10 ESC (and tried out successfully in a number of schools in the region over a period of several years) are appropriate for and usable in varied educational settings to accomplish changes or modifications that may be indicated to improve the ICES model's effectiveness and transportability; and (2) to demonstrate the efficacy of training techniques and procedures previously developed at the Region 10 Education Service Center by training career education consultants in selected regional education agencies and monitoring their performance as they assist local school districts with the implementation of the ICES model.

ICES's training of career education consultants involved familiarizing them in the use of the *Matrix of Basic Learner Outcomes for Career Education*, a booklet developed by Partners in Career Education of Arlington, Texas, and sometimes referred to as "the matrix."

This document was designed to be used as a reference when assigning responsibility for each of the 177 basic learner outcomes listed in it to different grade levels and subject areas. It is not intended to restrict or limit anyone from using the outcomes in grades or subjects other than those designated.

A simple matrix chart is listed below. The first part, Numeral 1, contains the number and name of the category—Category 1, "Career Planning and Decision Making."

The second part, Numeral 2, called "Recommended Subject," includes the subjects which are either recommended or suggested. (The second group also includes alternate subjects listed alphabetically.)

The third part, Numeral 3, called "Recommended Grade Levels," includes only the grades for the recommended subject or subjects.

The fourth part, Numeral 4, called "Phase of Instruction," includes the "depth" of instruction, or the extent of emphasis to be placed on the learner outcome in the different grades for the recommended subject or subjects. In each case, the "depth" of instruction is designated by an introductory phase, a development phase or an emphasis phase.

In incorporating Learning Outcome 1.01 (the student should be able to define the term "goal"), many subjects could be used. For example: in Reading, grade levels 2-5, the outcome could be introduced; in American History, grade levels 4-8, the outcome could be developed; and in Art, grade levels 6-9, the outcome could be emphasized.

The outcome could be introduced in Reading by having students decide upon the number of books they could read and report on during a six-week period. They could keep a record of them to show if their goals were accomplished.

The outcome could be developed in American History by having the students list the goals the President hopes to accomplish during the next year after listening to the President's State-of-the-Union message. They could be asked to select one goal and plot the "game plan" the President follows to accomplish his goal.

The outcome could be emphasized in Art by having students compare and define goals of an industry production manager, the goals of a brain surgeon, and those of a sculptor. The nature of the goals and the personality traits which fit each type of goal could then be discussed.

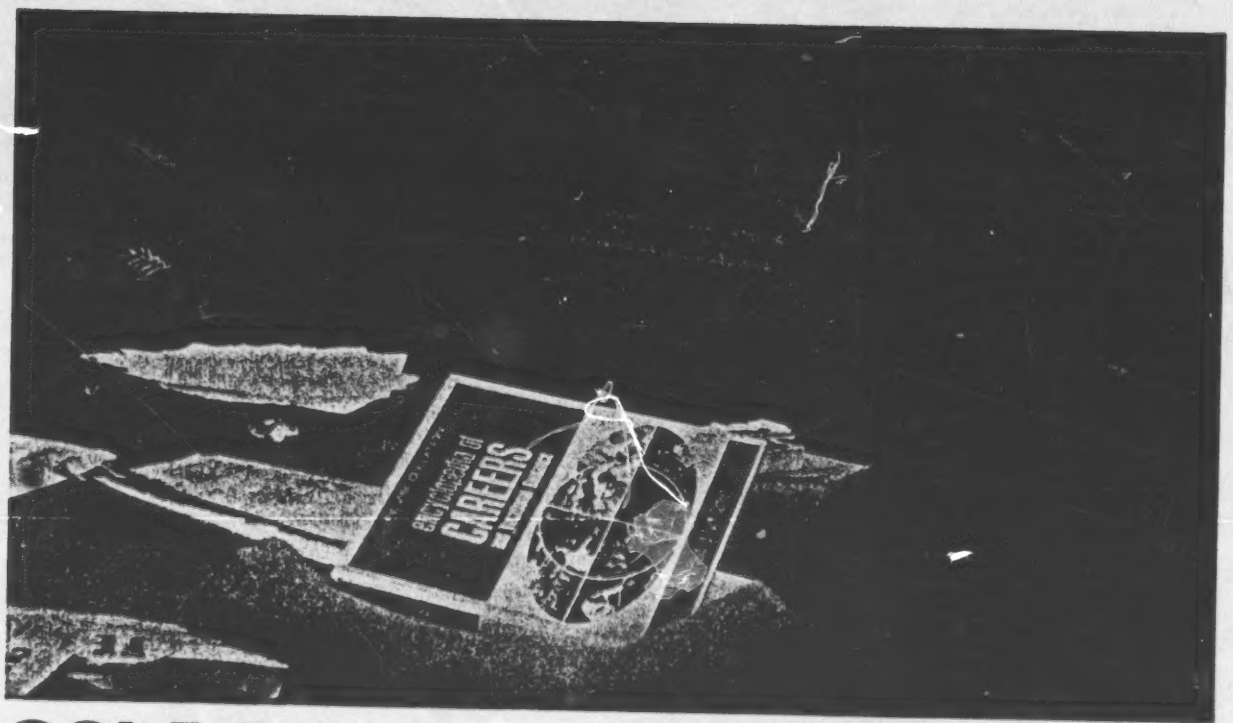
Taken from—ICES Newsletter and other project materials, Richardson, Texas.

3 4

1 —— **Category 1. Career Planning and Decision Making**

Learner Outcome 1:01 The student should be able to define the term "goal."

2 Recommended Subject	Recommended Grade Levels	Phase of Instruction
READING	K 1 2 3 4 5 6 7 8 9 10 11 12	Introduce
1:01 AMERICAN HISTORY	K 1 2 3 4 5 6 7 8 9 10 11 12	Develop
ART	K 1 2 3 4 5 6 7 8 9 10 11 12	Emphasize
Alternate Subjects: Language Arts/English, Mathematics, Physical Education, Social Studies		



COMMUNITY COUNCILS COUNT

Community Based Career Education Advisory Councils: A Mechanism For Local Collaborative Efforts

The above heading is the title of a film produced by the National Association for Industry-Education Cooperation and available for showing. This film was developed to emphasize the need for a strong industry-education alliance for responding effectively to changes in technology, job structure, income, population and manpower requirements. These alliances are facilitated by Community Based Career Education Advisory Councils—often called Industry-Education Councils.

Four cities in which career education advisory councils have been established were selected to serve as models of successful programs. These were: San Francisco (participating agency—Industry-Education Council of California); Syracuse, New York (participating agency—Community Council on Careers of Greater Syracuse); Akron, Ohio (participating agency—Industry-Education-Labor Council); and Madison, Wisconsin (participating agency—Business and Education Council). Because the cities vary widely in significant characteristics, particularly in size and major types of business and industry, the film should provide relevant examples for many school districts.

The film focuses on the procedures that should be followed in forming a Career Education Advisory Council. It describes key operational consideration, such as staffing, budget, administration, career education projects related to staff and curriculum development, career guidance, job placement services, career exploration and program evaluation.

A manual highlighting the major areas covered in the film has also been published as part of the project.

Questions concerning the film can be directed to the National Association for Industry-Education Cooperation, Buffalo, New York.

Taken from — "Community Based Career Education Advisory Councils: A Mechanism for Local Collaborative Efforts," film announcement brochure, NAIEC, Buffalo, New York.

Identification And Organization Of Community Resources Enhance Career Education

DREAM A LITTLE

In a workshop setting, educational participants in the Livonia Public School District in Livonia, Michigan, are given an overview of their school districts' past efforts in identifying and organizing community resources for teachers' use. The district produces an annually updated *Community Resources Guide* which enables teachers to locate classroom speakers, field trip sites, and career exploration opportunities for students. In the workshop, teachers review the existing guide and then meet in subject area groups and brainstorm the following question: "Dream a little . . . with your subject matters in mind, what specific community resources should be identified and cultivated? What community resources should be added to our existing guide?"

Foreign language teachers might identify: international airlines, import-export companies, translation services, international institutes in the area, travel agents who are bi-lingual or multi-lingual, tourists guide services, and so forth. The small groups brainstorm their ideas, write them on banner paper and share them with the total group. These lists are later typed and distributed to workshop members. Before leaving the workshop, each participant makes a commitment to locate and interview two resources related to their subject areas. These resources are later added to the school district's *Community Resources Guide.*

All teachers attend an annual workshop in which the Guide is explained and instructions on its utilization are given.

Taken from— "Dream a Little" Career Education Activity Card, Livonia Public School District, Livonia, Michigan.

COMMUNITY RESOURCES GUIDE

CAREER EDUCATION

Name of Resource: U of M BOTANICAL GARDENS	Job Cluster: Agri-Business & Natural Resources
Address: 1800 Dixboro (between Plymouth and Geddes)	Telephone: 1-764-1168
City, Zip Code: Ann Arbor 48105	Person to Contact: Receptionist or Mrs. Marshall

Occupations to be observed: Gardening in tropical, temperate, dessert houses, plus various other types of plants; outdoor trails

GENERAL INFORMATION:

Size of Group: 60	Guides Provided: Yes
Career Exploration: *	Ratio of Adult Supervision: 1/10
Grade Level: 5 - 12	School Speaker Available: By arrangement
Time of Year: Any time	Time Required: One hour
Time of Week: Monday - Friday	Materials for Distribution: Yes
Time of Day: 10 a.m. - 4:30 p.m.	Teacher use: Individual use:
Advance Notice: Two weeks	Film or Filmstrip: No
Safety Precaution:	Parking Facilities: Yes
Special Dress:	Lunchroom Facilities: No
Safety Rules: Do not touch plants	Restroom Facilities: Yes

Suggestions or Comments: Showed express interest in horticulture. Trails - additional time. Will send information about the gardens to the teacher, on request.

Name of Resource: U of M DEARBORN CAMPUS AND NATURE CENTER	Job Cluster: Agri-Business & Natural Resources
Address: University of Michigan Dearborn Campus	Telephone: 271-2300 Extension 586
City, Zip Code: Dearborn	Person to Contact: Pete Westcott

Occupations to be observed: Guided tour of U.M.D. Nature Center

GENERAL INFORMATION:

Size of Group: 30 40	Guides Provided: Yes
Career Exploration: *	Ratio of Adult Supervision:
Grade Level: K - 12	School Speaker Available: No
Time of Year: All year	Time Required: One - two hours
Time of Week: Monday-Friday	Materials for Distribution: No
Time of Day: 8:30 a.m. - 5:30 p.m.	Teacher use: Individual use:
Advance Notice: Four days - arrange guide	Film or Filmstrip: No
Safety Precaution:	Parking Facilities: Yes
Special Dress: No	Lunchroom Facilities: No
Safety Rules:	Restroom Facilities: No

Suggestions or Comments: *Call Dr. Calderious, Nature Area Director, at Extension 369 for arrangements.

A5

Most successful projects develop their own training, methods and materials drawing on outside resources and experiences rather than attempting to install pre-packaged programs. Rather than the products or quality of work, what matters most is the personal investment and commitment of the school staff members to the process of enrichment, learning and growth which may lead to revised curriculum and teaching methods.

RECRUITMENT

Teacher participation should ideally be based on the teacher's interest and willingness. Recruitment should be directed towards initially informing teachers within the system of the training opportunity and then identifying those interested in participating.

Recruitment methods may include: approaching existing teacher bargaining agencies; holding a general meeting for teachers and offering an introduction to career education; visiting individual school department and faculty meetings.

Teachers Can . . . . ***yes !***

develop useful, effective curriculum and classroom exercises when offered the opportunity, the time, and the necessary support.

OBSTACLES

Many teachers are reluctant to leave their classrooms to participate in training, anxious about the disruption their absence may create. Others are concerned about the quality of substitutes available. These teachers must be convinced that their classroom absence is warranted and that training will directly benefit themselves and their students. Again, a brief, introductory recruitment session offers teachers the opportunity to sample the type of training being offered before agreeing to a long range training commitment.

TRANSFER OF OWNERSHIP . . . . . .

Conduct an initial assessment of teacher interest, level of awareness and personal goals concerning the subject area.

Offer a variety of learning modes to meet the range of teacher learning styles. Modes could include: lecture, group discussion, multi-media presentation, reading, field trip, independent work.

Offer teachers the opportunity to work independently, conducting their own research, field trips, exploration and curriculum development with staff support.

Regularly check participants' progress, level of growth, and evaluation of training and adapt the program as necessary to better meet teacher needs and interests.

Establish a training closure which offers the teachers a deadline to work towards and an opportunity to present what they have developed within their training group and to the school system at large.

About Custom Tailoring:

Within any training group, there will be a variety of interests, skills and needs. A variety of learning experiences and resources (offered within one session or cycled from session to session) will help to assure a flexible fit between the program and the participants.

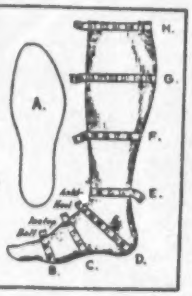


DIAGRAM A

Teacher Ownership 1

TO EACH HIS/HER OWN

Building Teacher Ownership In Career Education

The Industry-Education Council of California (I-ECC) has been working with the San Francisco Unified School District for the past two years to develop career education model programs in pilot secondary schools in the district. This effort is focused at the school site and concentrates on five key areas of concern: Staff Development (teacher, counselor, administrator); Curriculum Development; Involvement with the World of Work; Program Installation and Self-Sufficiency; and Use of Parent/Community Volunteers in the school. The programs are tailored to meet the needs of the individual schools and emphasis is placed on the importance of administrative and structural support from the school and the district.

A major feature of this project is the training program that is described in the "Inservice Training Syllabus." It has been developed to provide teachers and other support staff (librarians, counselors, principals) with the skills and knowledge necessary for continuous review and improvement of the career education program. The components of the training program stressed in the syllabus include: Teacher Ownership, Student Impact, Community Involvement, School Site Support, Continuation, Growth and Costs. This training is designed as an on-going system that allows participants to continue the training process in their schools.

This page, found in the "Inservice Training Syllabus," outlines the considerations necessary for teacher participation in career education. *Taken from— "Career Education Incremental Improvement Project," Industry-Education Council of California, Burlingame, California.*

MOTION PICTURES PROMOTE THE IMPORTANCE OF CAREER EDUCATION

IT'S DEBATABLE!

The National School Boards Association has produced four films on career education. As stated in their brochure:

"Out of the 'creative' conflict of *A School Board Debates*, from the probing *Questions and Answers* and from *Ken Hoyt's Comments* after the debate is over, you will not only discover the 'truth' about Career Education, but why its cost/benefits ratio makes it the best buy in education today."

The first film, *A School Board Debates: Career Education* shows a school board discussing the impact that infusion of a comprehensive career education program will have on their school district. They decide to invite a panel of experts to their next meeting, to speak on the pros and cons of career education, and to answer questions from the board and the community.

At their next meeting, the panelists, a state career education coordinator, a district career education coordinator and an English professor from the state university, start their debate. The film ends with a break in the panel discussion and no resolution of the issue.

The second film, *Questions and Answers* is a continuation of the first, with the board members and the community posing questions for the panelists. A comprehensive discussion ensues during which many of the issues that surround the "career education debate" are settled.

In the third and fourth films, Ken Hoyt, the Director of the U.S.Office of Career Education, speaks on the significance of, "education as preparation for work," and about the complex concepts and economic realities of career education.

For further information about the film series, contact Arthur L. Swerdloff Productions, (213) 344-6730, 4224 Ellenita Avenue, Tarzana, California 91356.

Adapted from: "A School Board Debates: Career Education" (brochure) The National School Boards Association, Washington, D.C.

A SCHOOL BOARD DEBATES: CAREER EDUCATION

THE MEMBERS OF THE BOARD & SUPERINTENDENT

MR. TOLSON: "It's time to extend the benefits of Career Education to all students. I mean a program in which Career Education concepts are blended into every subject, every class from kindergarten through the 12th grade."

PRES. BURNFORD: "There's one question I'm sure we all want answered: 'What will it all cost?' "

MR. MITCHELL: "It sounds like a 'revolution' in education to me. I can't imagine what kind of Career Education is going on in kindergarten. Can you?"

SUPT. WALSH: "It's an 'evolutionary' development whose time has come! And one of the best things about Career Education is its low cost!"

MRS. HARRIS: "We've got a very successful vocational education program in this district. It prepares our children for jobs and work. How does this Career Education idea fit in?"

MR. SHAWN: "How can we put something called Career Education in every class—if we don't know exactly what that something is?"

A SCHOOL BOARD DEBATES: CAREER EDUCATION QUESTIONS & ANSWERS

THE AUDIENCE

BENTON

Businessman

QUESTION: "My question is, What are we supposed to teach them?"

ANSWER: "You'll be teaching proper work attitudes and whatever skills your particular business uses—and those which apply generally across many kinds of occupational areas."

VANDENBERG

Labor Unions

QUESTION: "I want to express a concern of labor's that young people, who go out of school into business and industries, not be used to replace older and more experienced workers at a lower cost."

ANSWER: "That won't happen. We're not giving students permanent jobs . . . Before a high school student could be prepared to take over a job, the internship experience would be over."

LUPINO

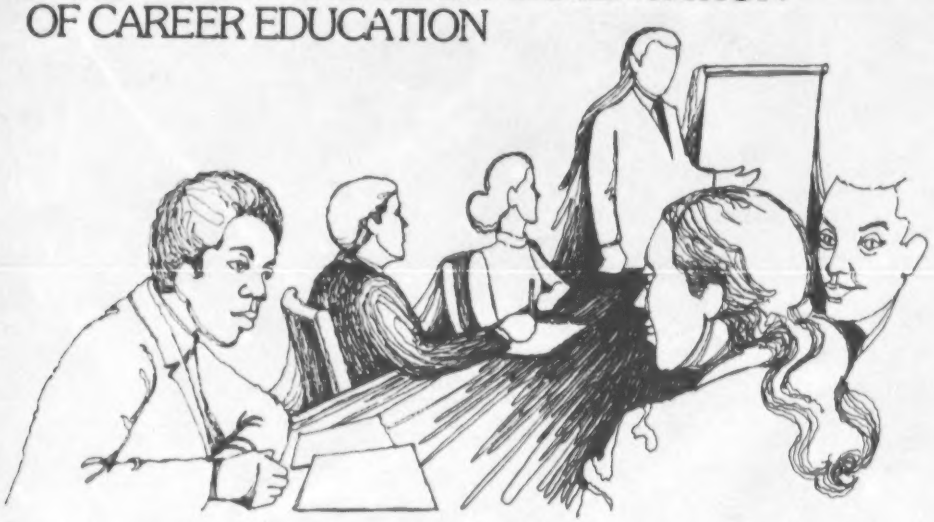
Parent

QUESTION: "I'm a housewife and my family takes up most of my time, but I'd like to help."

ANSWER: "As a housewife, you have a variety of jobs—something many tend to forget. One housewife explained she had 20 different jobs—and demonstrated them to the class."

Implementation Of Career Education Is Achieved Through Various Approaches

ESSENTIAL LINKS TO IMPLEMENTATION OF CAREER EDUCATION



Vital to the successful implementation of a career education program is a careful consideration of the role of personnel at each level of the education hierarchy from superintendent to supervisor to principal to guidance counselor to teacher. The malfunction of any persons in their particular roles will immobilize the implementation of career education.

The Jefferson County Public Schools in Louisville, Kentucky have established an outline of responsibilities for their personnel in relation to the career education program.

A. *The Teacher* (Key Role)
1. Implements a career education program.
2. As manager of teaching/learning process, responsible for blending career education into the curriculum.
3. Holds the responsibility for success or failure of program in the classroom.

B. *The Media Specialist*
1. Provides assistance to the students in using library skills to locate career related materials and information.
2. Provides assistance to the teachers in obtaining career related materials and films.

C. *The Guidance Counselor*
1. Assists in the development of the overall plan for local school.
2. Provides skill development in areas of group and individual counselling.
3. Acts as a resource person to help secure persons and materials.
4. Assists students in internalizing career concepts and developing the necessary steps in the decision-making process.
5. Meets with parents.
6. Coordinates the internship program in the Senior High School.
7. Assists in placement.

D. *The Principal*
1. Provides the leadership for the development and implementation and coordination for the program in a particular school.
2. Assists in development of overall plan for local school.
3. Provides support and encouragement necessary to successfully implement the program.

E. *The Central Office Support Staff*
1. Serves as a change agent and also as a facilitator.
2. Lends support in training activities.
3. Provides reinforcement for teachers' efforts.

F. *The Career Education Consultant*
1. Provides instructional support services for teachers.
2. Serves as a change agent.
3. Serves as coordinator of implementation.
4. Assesses program needs, analyzes data and provides feedback to the director.

G. *The Director of Career Education*
1. Serves as the implementation arm of the superintendent.
2. Prepares the overall plan for career education implementation with the local education agency.
3. Develops programs of in-service for teachers.
4. Develops programs of management.
5. Serves as change agent.
6. Serves as a facilitator, once program is in operation.
7. Serves as a liaison with state and national agencies.
8. Develops programs of community involvement.

H. *The Superintendent*
1. It is the responsibility of the superintendent, representing the Board of Education to set a policy which enables career education to be infused into the curriculum structure of the school system.
2. The superintendent should create an atmosphere in his school system that is conducive to the implementation of career education.
3. The superintendent should recognize, both formally and informally, school personnel who successfully initiate, develop and implement career education.

Taken from Career Education Handbook for Teachers of EMH Students, Louisville, Kentucky.

IMPLEMENTATION OF CAREER EDUCATION IS ACHIEVED THROUGH VARIOUS APPROACHES

Shifting In Gear For Implementation Of Career Education

Many persons are involved in the implementation of a career education program. Hazard, Kentucky's Kentucky Valley Education Cooperative, through monographs, cites definite roles for achieving this goal from superintendents to classroom teachers.

SUPERINTENDENT'S ROLE

1. Selling career education to local school board.
2. Obtaining the cooperative career education support of the principals.
3. Designing responsibility for the implementation of career education.
4. Developing a budget for career education.
4. Emphasizing one's complete support for the career education program.
6. Involving the community in a career education program.

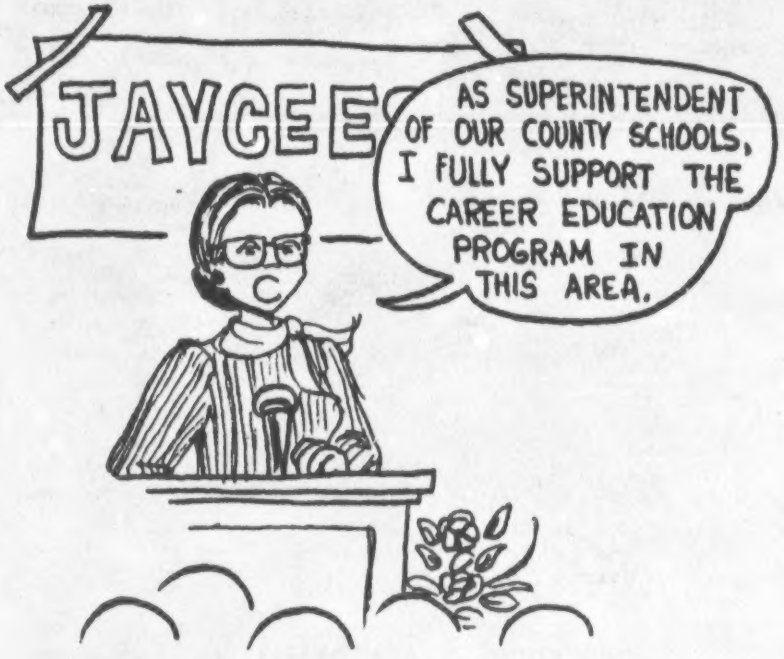
PRINCIPAL'S ROLE

1. Work with his/her local staff in developing a school philosophy and policy in career education which is consistent with the total district school philosophy.
2. Become more informed in the concept of career education.
3. Select persons to serve on an advisory council who would advise the principal on matters pertaining to planning and implementing an effective career education program.
4. Plan with his/her faculty and advisory council how career education will be implemented in the school and community.
5. Involve the faculty in determining evaluation and dissemination strategies.

GUIDANCE COUNSELOR'S ROLE

1. Conduct a needs assessment.
2. Create in-service functions.
3. Help others to learn about human relations.
4. Recognize other staff members as guidance personnel.
5. Help others to improve the learning environment.
6. Encourage group activities.
7. Evaluate the career guidance program.

The Role of the Superintendent in Effective Development and Implementation of Career Education in Rural Appalachia



INSTRUCTIONAL SUPERVISOR'S ROLE

The Instructional Supervisor can assist other specialists and administrators in planning and providing for the following:

1. A career education in-service.
2. A curriculum which meets the needs of the students.
3. An organized effort to monitor the implementation process.
4. An evaluation to determine the effectiveness of the career education program.

CLASSROOM TEACHER'S ROLE

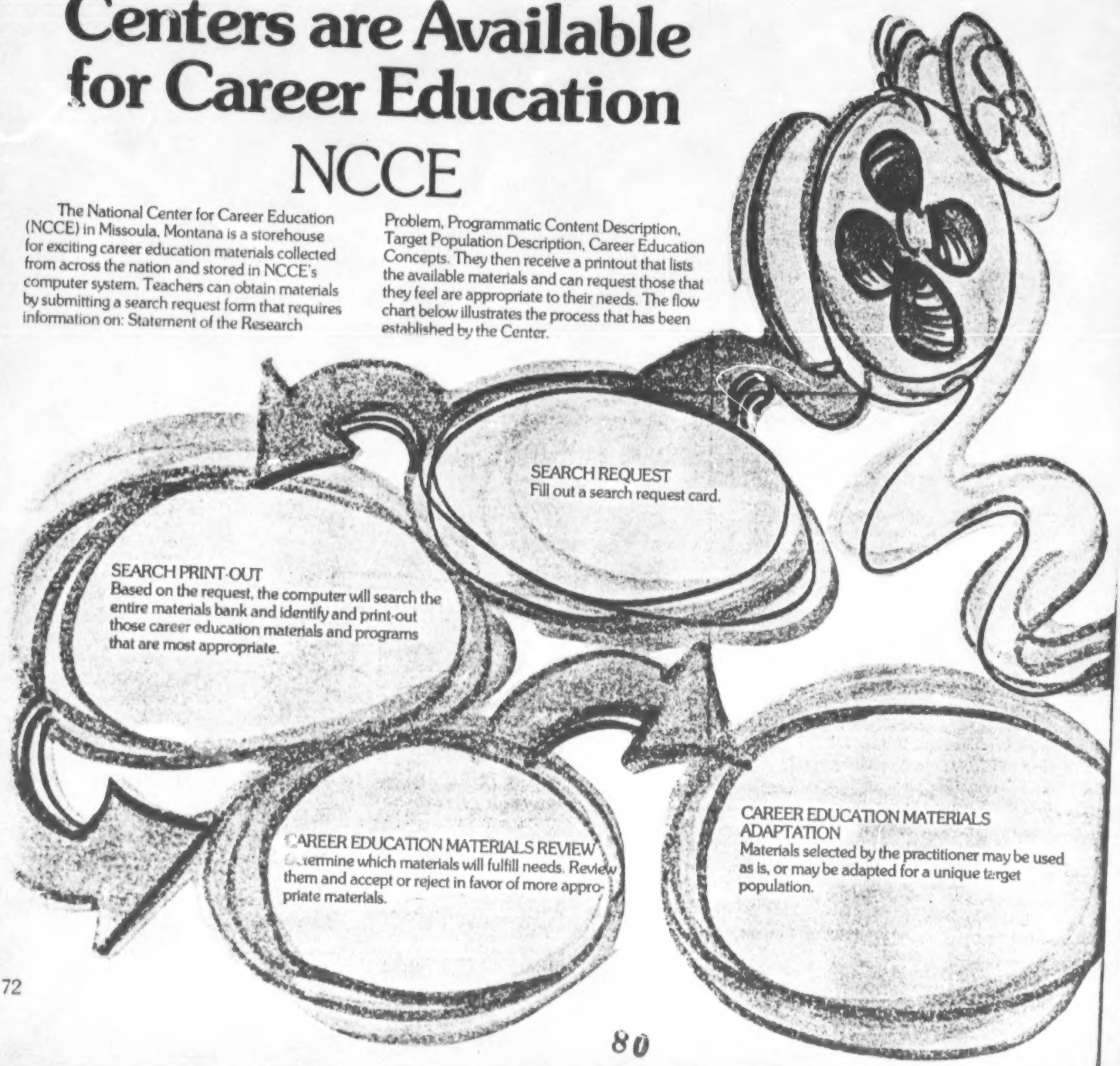
1. Correlate the academics with the career concepts.
2. Orient the resource person.
3. Check to see if activities are meeting student needs.
4. Conduct culminating or special activities.
5. Follow up all classroom activities.

Taken from Kentucky Valley Educational Cooperative, Hazard, Kentucky.

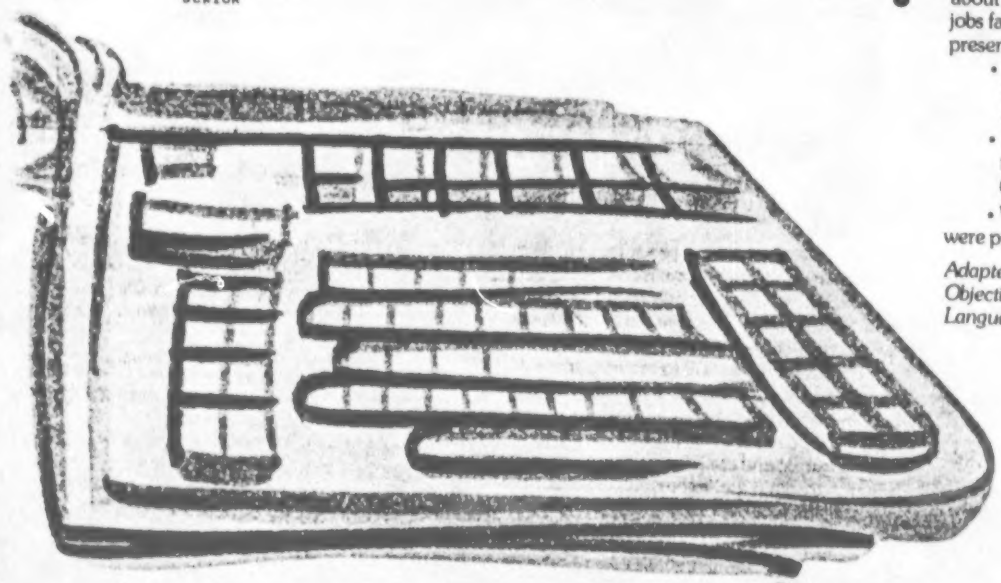
National Resource Centers are Available for Career Education

NCCE

The National Center for Career Education (NCCE) in Missoula, Montana is a storehouse for exciting career education materials collected from across the nation and stored in NCCE's computer system. Teachers can obtain materials by submitting a search request form that requires information on: Statement of the Research Problem, Programmatic Content Description, Target Population Description, Career Education Concepts. They then receive a printout that lists the available materials and can request those that they feel are appropriate to their needs. The flow chart below illustrates the process that has been established by the Center.


SEARCH REQUEST
Fill out a search request card.
SEARCH PRINT-OUT
Based on the request, the computer will search the entire materials bank and identify and print-out those career education materials and programs that are most appropriate.
CAREER EDUCATION MATERIALS REVIEW
Determine which materials will fulfill needs. Review them and accept or reject in favor of more appropriate materials.
CAREER EDUCATION MATERIALS ADAPTATION
Materials selected by the practitioner may be used as is, or may be adapted for a unique target population.

ORDER #	[illegible] PAGE 32
LIBRARY	MINI - INTERMEDIATE GUIDANCE
TITLE	KNOWLEDGE OF: SELF - WORLD OF WORK - CAREERS
AUTHOR	DEVELOPED BY A TEAM OF EAU CLAIRE TEACHERS, COUNSELORS AND ADMINISTRATORS
PUBLISHER	PROJECT INFORMATION: EAU CLAIRE PUBLIC SCHOOLS EAU CLAIRE, WISCONSIN 54701 PUB DATE JULY 1971
INVENTORY	1 GUIDE FOR THE INSTRUCTOR. COMMENTS: CONTENTS OF THIS UNIT INCLUDE TABLE OF CONTENTS, INTRODUCTION SECTION, LISTING OF WORKSHOP PARTICIPANTS, CONCEPTS, OBJECTIVES, TOPIC - LEARNING ACTIVITIES, RESOURCE LISTS, LEARNING OUTCOMES, EVALUATION PROCEDURES, AND APPENDIX SECTION INCLUDING A LIST OF GUEST SPEAKERS AT CAREER DEVELOPMENT WORKSHOP, STATE CAREER DEVELOPMENT MODEL, CAREER DEVELOPMENT THEORIES, SAMPLE EXERCISES, AND A GLOSSARY OF TERMS.
PAGES	176
INSTRUCTN AREA	SUPPORT SERVICES
SUBJECT AREA	GUIDANCE AND COUNSELING; COUNSELING WITH PUPILS, CAREER GUIDANCE AND COUNSELING (CAREER AWARENESS AND EXPLORATION); PERSONAL / SOCIAL GUIDANCE AND COUNSELING
DESCRIPTION	THIS CURRICULUM GUIDE IS DESIGNED FOR TEACHERS TO ASSIST STUDENTS WITH THEIR CAREER DEVELOPMENT. TOPIC LEARNING ACTIVITIES RELATE TO ALL SUBJECT AREAS. STUDENT ACTIVITIES EXAMPLES ARE: IDENTIFY AND LIST SKILLS AND TRAINING FOR VARIOUS JOBS; COLLECT PICTURES FROM MAGAZINES TO ILLUSTRATE JOB RELATED SKILLS; CREATE A CLASSROOM EMPLOYMENT SERVICE WHERE EACH CHILD QUALIFIES FOR SPECIFIC CLASSROOM DUTIES; ORAL AND WRITTEN DISCUSSION ON THE MEANING OF SELF - ACTUALIZATION; INDIVIDUAL CONFERENCES WITH CLASS COUNSELORS; MAKE BOOK REPORTS ON REGIONAL OCCUPATIONS; INDEPENDENT STUDY ON WOMEN'S LIBERATION AND RECENT LEGISLATION AS IT AFFECTS THE LABOR MARKET; LIST QUOTATIONS REGARDING POSITIVE ATTITUDES; TAKE FIELD TRIPS TO LOCAL INDUSTRY.
METHODS	ORAL AND WRITTEN ASSIGNMENTS; RESOURCE SPEAKERS; VIEWING FILMS AND FILMSTRIPS; RESEARCH; BULLETIN BOARD ACTIVITIES; DISCUSSIONS; INDIVIDUAL CONFERENCES; CLASS AND INDIVIDUAL ACTIVITIES; DEMONSTRATION; INTEREST AND APTITUDE TESTS; INTERVIEWS.
LEARNING LEVEL	PRE-SCHOOL PRIMARY INTERMEDIATE JUNIOR/MIDDLE SENIOR



National Resource Centers Are Available For Career Education

THE SHOE FITS!

Users of NCCE can request materials to cover specific instructional objectives. For example, here's what NCCE came up with for a teacher who wanted materials on self-awareness at the middle school level:

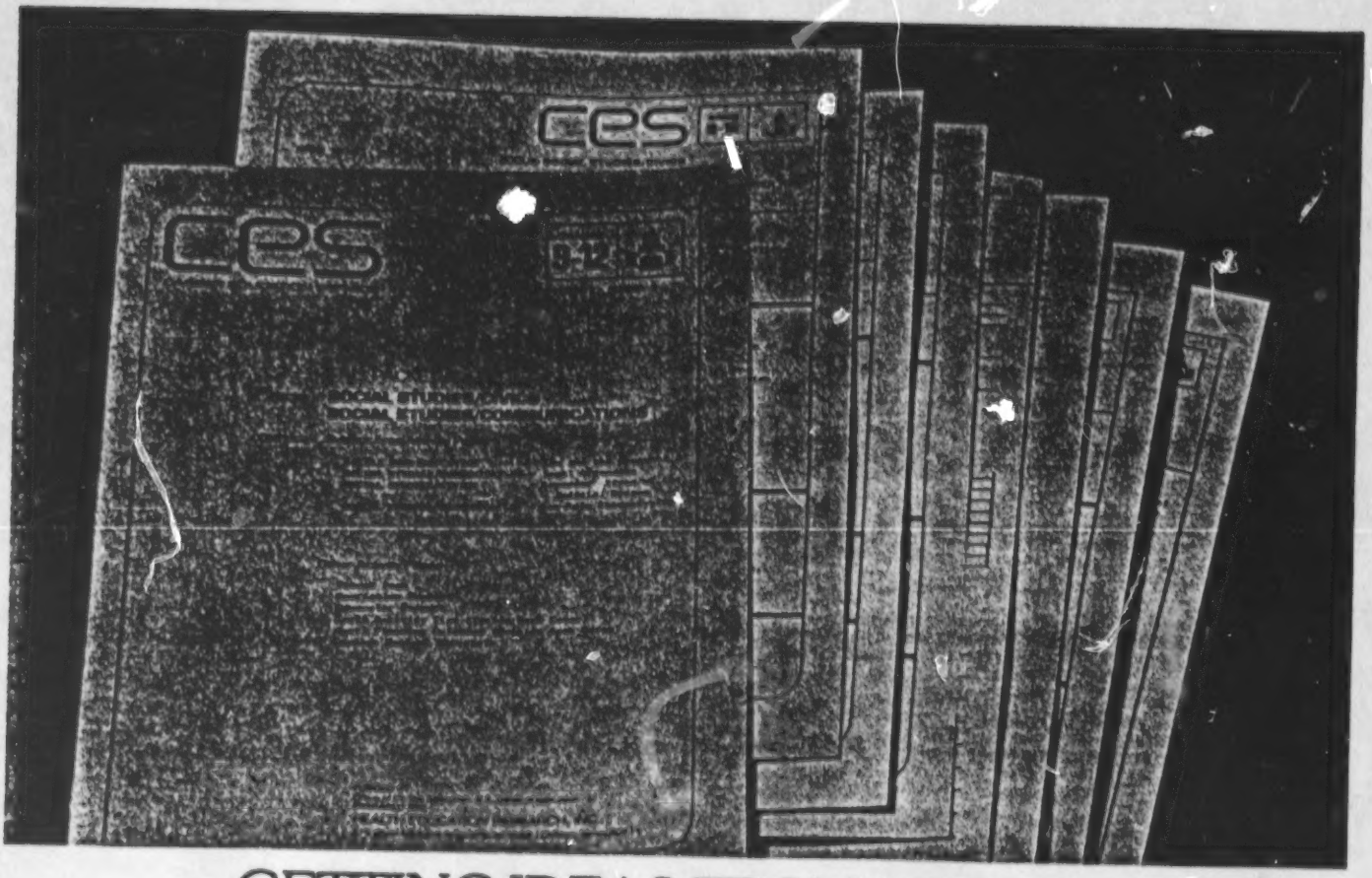
Each class member draws the name of a fellow student and writes a description of the person without using clothing, sex, descriptions or other give-aways. Descriptions are mixed up and each student draws one to read aloud. The person being described called out "The Shoe Fits!" when he/she recognizes him/herself. If the person is mistaken or does not recognize the description of him/herself, the group should discuss ways of improving the description. After this game, each student should write a description of him/herself entitled "What Makes Me Different from Everyone Else."

In another activity published by the Center, students learn about the effects that our changing society has on the roles of its citizenry by writing reports on the theme "Three Generations of Work in My Family" and presenting their findings to the class. Involvement of home and family members is a key part of this activity. They interviewed parents, grandparents, uncles, aunts, great grandparents, etc., and included information about jobs they had had, to find out what types of jobs family members have held and/or are presently performing. Questions such as

- Did someone do a kind of work in your family that is no longer being done in our society?
- How many different types of jobs did family members hold between the ages of 20 and 60? Why did they change jobs?
- What types of jobs would I like to try?

were presented as guidelines for the reports.

Adapted from: Career Education Behavioral Objectives and Earning Activities for Sixth Grade Language Arts. Missoula, Montana.



GETTING IDEAS FROM ACROSS THE NATION TO LOCAL TEACHERS

TOOLS FOR TEACHERS

Career Education Service (CES) Packets are being developed to provide teachers and other key audiences with comprehensive instructional materials that can be readily infused and easily adapted to local educational agency and classroom settings. These Packets are developed for different grade levels/subjects and are then sent to state education agencies or directly to local schools.

As stated by the CES, providing useful educational materials for schools at extremely low cost is their goal. To achieve this goal the CES has identified two important components: (1) to extract career education information from existing public domain resources and (2) to provide career education with a self-sustaining, self-renewing, information dissemination vehicle.

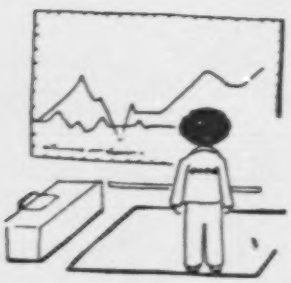
All materials are developed in an easily reproducible format and contain a step-by-step process by which to attain the stated goal. Classroom materials contain: Goal, Background Information, Behavioral Objectives, Materials, Activities, Resources and Sources. As part of the packets a Parent Activity Sheet is enclosed that can be used by school administrators to inform parents about the relationship of career education and regular academic subjects.

Adapted from: "Abstract on Career Education Service (CES)," Health, Education Research, Inc., Chicago, Illinois.

Tested Materials Ease Management Problems

PACKAGING CHANGE

LABOR MARKET TRENDS EXERCISE



From your vantage point (i.e., as a teacher, counselor, personnel worker, manager, consultant, parent, etc.) indicate how you would help someone with their career planning for the next 5 to 10 years in the light of labor market trends.

. . . My position of advising is as a

_____.

. . . The age of the person I would be advising:

___ (10-15) ___ (20-30)

___ (40-50)

. . . List three other "descriptors" for your advisee (i.e., interests, abilities, sex, geographic home, etc.).

_____

_____

_____

Describe briefly the labor market trends you would focus on:

_____

_____

_____

_____

Sources of data to support the trends would be:

Print	Non-Print
_____	_____
_____	_____
_____	_____
_____	_____

On the back of this sheet, briefly describe how you would go about helping your advisee interpret market trends, and apply such data to career planning.

The Roseville Career Education Dissemination Project has developed seven implementation booklets that serve as the basis for the project's training and dissemination activities. They are:

Booklet 1: CONSULTATION SKILLS AND SHARED DECISION MAKING – Descriptions of both processes and the role played by various groups in creating a climate in which to begin planning career education programs.

Booklet 2: CURRICULUM DEVELOPMENT – An examination of all aspects of the curriculum developing process from conceptualizing through dissemination.

Booklet 3: EVALUATION – Specific strategies for handling the special problems involved in evaluating career education program components.

Booklet 4: STAFF DEVELOPMENT – Descriptions of four staff workshop options including an introduction to career education, teacher-advisor skills, group work skills, implementing skills; two workshops involving community people, a family career planning workshop and a mid-career change workshop. Many actual handouts are included in an easy to reproduce format.

Booklet 5: CAREER LEARNING CENTERS – A practical guide to establishing career learning centers.

Booklet 6: COMMUNITY PARTICIPATION – This booklet describes specific ways of increasing interaction between school and community including advisory committees, resource directories, exchange/internship programs, business-education days and student shadowing programs.

Booklet 7: PLANNING AND MANAGEMENT – This booklet reviews the need for a career education management plan with field tested strategies, including developing support systems.

As a means of using these booklets as training vehicles for school leaders, administrators, teachers, counselors, other staff and community persons, a simulation training program has been developed for each of the seven booklets, ranging in time from one to three hours. These training sessions involve a simulation activity based on a fictional school system and have been field tested by a proto-type group in Roseville before being used with representatives of the seven schools affiliated with the Project. A trainer's manual has been developed so that the entire set of implementation booklets, competency sessions and worksheets can be used by anyone seeking to accomplish the same goals.

One activity that is found in the Staff Development Booklet is on Labor Market Trends. Its purpose is to enlighten staff as to the labor market factors that should be considered when serving in a career advisor capacity with students or adults.

Taken from – Roseville Area Schools, "Semi-annual Report," Roseville, Minnesota.

EVALUATION CAN BE TAILORED TO TYPES OF ACTIVITIES

Models For Measurement

HI THERE, LITTLE PERSON!
-I AM YOUR FRIENDLY NEIGHBORHOOD CAREER EDUCATOR READY TO SUPPLY YOU WITH HANDY-DANDY CAREER EDUCATION ACTIVITIES SO YOU DON'T HAVE TO KEEP BOUNCING THAT SILLY BALL AROUND!
LET ME HELP YOU DISCOVER YOURSELF AND FIND A CAREER OF YOUR VERY OWN: WHAT IS YOUR FAVORITE ACTIVITY??
I AM A LOCAL PRACTITIONER WHO EVALUATES CAREER EDUCATION ACTIVITIES AND THIS IS MY LUNCH HOUR!!
WILL SOMEBODY PLEASE WRITE ME A HANDBOOK?!!

American Institutes for Research in the Behavioral Sciences (AIR) has developed a handbook on *Ways to Evaluate Different Types of Career Education Activities*. As stated in the handbook, "Evaluation is a process designed to provide data for management decisions both during and after implementation of an activity. The focus is not solely on proving (product or outcome evaluation) but also on *improving*, particularly during the first full cycle of implementation."

In order to determine which evaluation techniques would be appropriate for career education, AIR analyzed over two hundred career education activities that were submitted as exemplary and categorized them into six activity groups:

Supplementary activities
Career education facilities,
Indirect interventions,
Staff development,
Product development, and
Curriculum implementation.

They then studied the ways that the exemplary activities were evaluated and identified the different evaluation techniques that were used for each type of activity. When this process was completed, six models were designed, each containing a step-by-step description of a process for evaluating specific types of career education activities.

One item that is included in Model Six of this publication is a review of "A Summary of Tasks for Evaluating the Implementation of Career Education Curriculum." This 18-task chart was developed as the result of a study that was conducted by the District of Columbia Public School Board. The study was initiated in order to examine the progress and impact of efforts aimed at infusing career education into the district's curriculum.

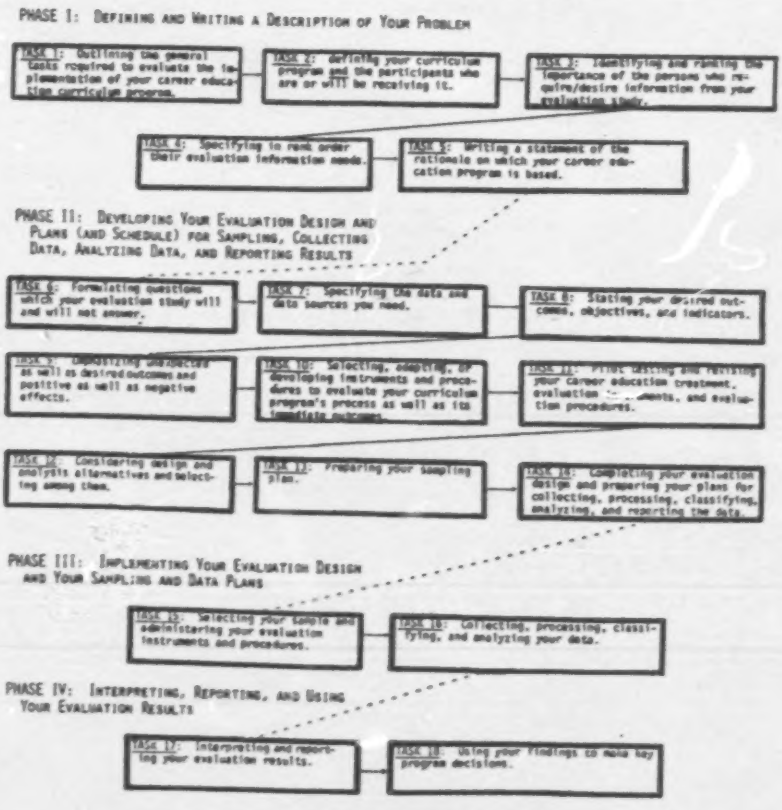
The chart provides the reader with an analysis of the tasks that were accomplished, and highlights the critical decision points, the alternatives that were considered, and the advantages and limitations of each option.

Adapted from: "Ways to Evaluate Different Types of Career Education Activities," American Institutes for Research, Palo Alto, California.

DISPLAY 1

A SUMMARY OF TASKS FOR EVALUATING

THE IMPLEMENTATION OF CAREER EDUCATION CURRICULUM


PHASE I: DEFINING AND WRITING A DESCRIPTION OF YOUR PROBLEM
TASK 1: Outlining the general tasks required to evaluate the implementation of your career education curriculum program.
TASK 2: Defining your curriculum program and the participants who are or will be receiving it.
TASK 3: Identifying and ranking the importance of the persons who require/desire information from your evaluation study.
TASK 4: Specifying in rank order their evaluation information needs.
TASK 5: Writing a statement of the rationale on which your career education program is based.
PHASE II: DEVELOPING YOUR EVALUATION DESIGN AND PLANS (AND SCHEDULE) FOR SAMPLING, COLLECTING DATA, ANALYZING DATA, AND REPORTING RESULTS
TASK 6: Formulating questions which your evaluation study will and will not answer.
TASK 7: Specifying the data and data sources you need.
TASK 8: Stating your desired outcomes, objectives, and indicators.
TASK 9: Identifying unplanned as well as desired outcomes and positive as well as negative effects.
TASK 10: Selecting, adapting, or developing instruments and procedures to evaluate your curriculum program's process as well as its immediate outcomes.
TASK 11: Pilot testing and refining your career education treatment, evaluation instruments, and evaluation procedures.
TASK 12: Considering design and analysis alternatives and selecting among them.
TASK 13: Preparing your sampling plan.
TASK 14: Completing your evaluation design and preparing your plans for collecting, processing, classifying, analyzing, and reporting the data.
PHASE III: IMPLEMENTING YOUR EVALUATION DESIGN AND YOUR SAMPLING AND DATA PLANS
TASK 15: Selecting your sample and administering your evaluation instruments and procedures.
TASK 16: Collecting, processing, classifying, and analyzing your data.
PHASE IV: INTERPRETING, REPORTING, AND USING YOUR EVALUATION RESULTS
TASK 17: Interpreting and reporting your evaluation results.
TASK 18: Using your findings to make key program decisions.

USING PEER LEADERS TO INCREASE TEACHER EFFORTS IN CAREER EDUCATION

CHANGING WITH CHANGERS

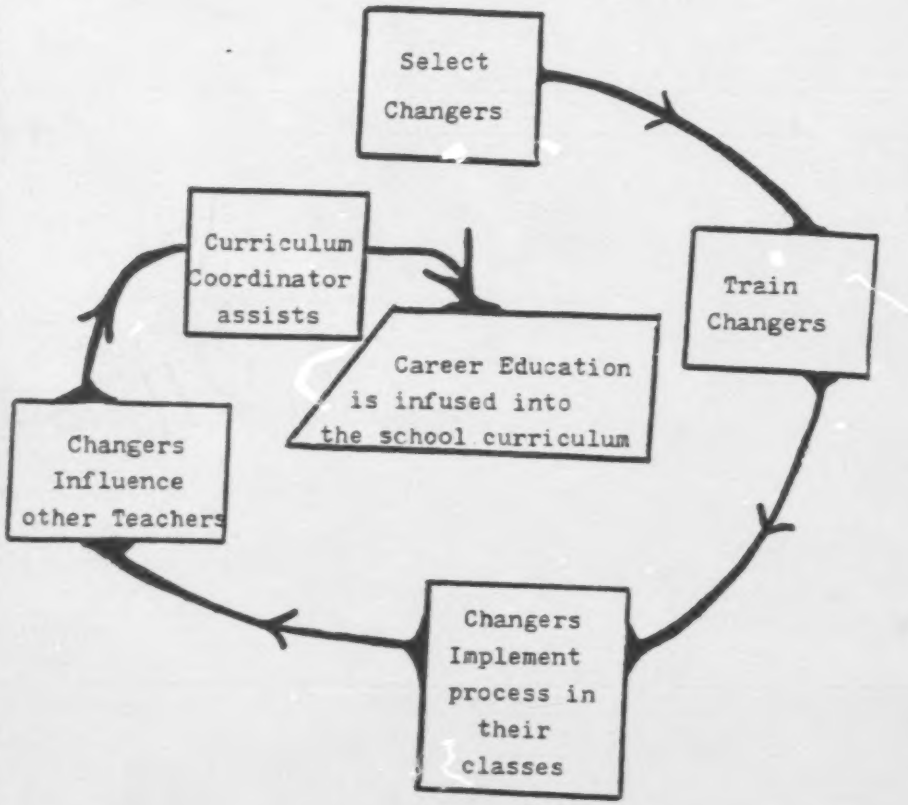
What do you do when you see the need to train *all* teachers to infuse career education, but can only afford to train a few? Nampa School District #131, Nampa, Idaho has an answer: train only the "changers!"

The target population for this project was a group of individuals who were identified by their peers as curriculum leaders and helpers in curriculum development in their schools—change agents. These "changers" were identified for each subject matter area at the secondary, middle and elementary levels. They then participated in a twelve-day training program on how to infuse career education concepts into the existing classroom curriculums. At the workshop these teachers learned not only how to infuse career education into the classroom, but also how to act as "changers" by communicating these learned concepts to others. The model conceived for this purpose is indicated below.

As a part of the training program, teachers spent six 4-hour sessions "shadowing" workers in the occupations of medicine, retail sales, real estate, social work, law enforcement, plumbing, television and newspaper reporting. These observations allowed them to become familiar with the daily tasks that were performed and provided them with first-hand knowledge of job opportunities in the community.

More than a dozen of the teachers chose occupations related to the field of medicine and a local medical center made arrangements to meet these requests. Some teachers observed the pathologist, as he examined cells under a microscope, while others visited patients requiring special diets, and others viewed the preparation of hundreds of meals for Meal-on-Wheels recipients.

Adapted from—Model for Career Education, "A Teacher Training Program for the World of Work," Semi-Annual Report 1-78, Nampa, Idaho.


Select Changers
Train Changers
Career Education is infused into the school curriculum
Curriculum Coordinator assists
Changers Influence other Teachers
Changers Implement process in their classes

COLLABORATION LEADS TO COMPILING OF TRAINING OPPORTUNITIES

ABIEC IS WORKING

TRAINING OPPORTUNITIES DIRECTORY

For The

PHOENIX METROPOLITAN AREA

1978

Distributed By

THE KIWANIS CLUB OF PHOENIX

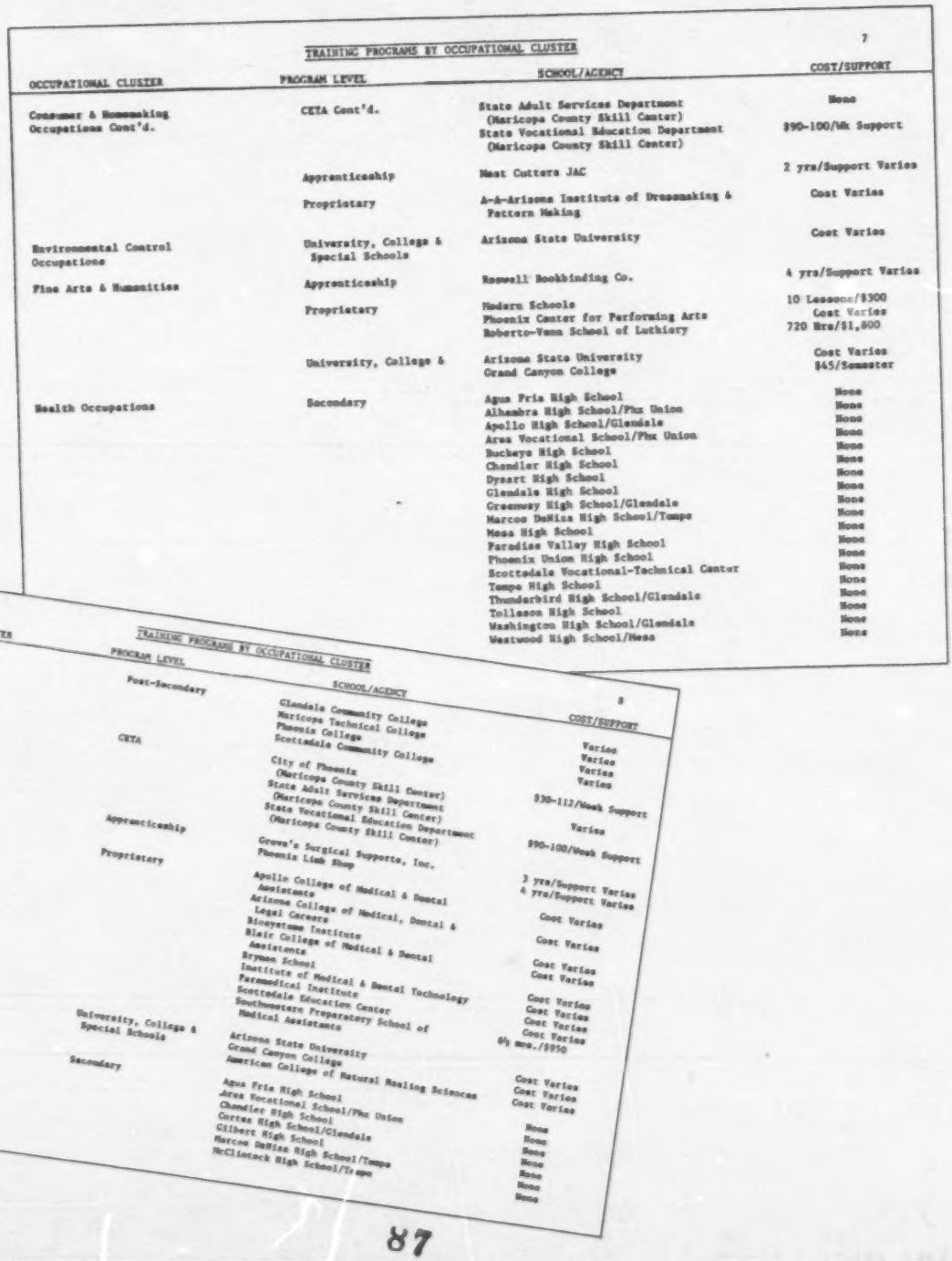
The Arizona Business-Industry Education Council (ABIEC) in Phoenix, Arizona since 1961 has been a driving force in helping to bring about a partnership of people in business and education to improve education relative to the world of work.

One of ABIEC's most recent efforts is the development of their *Training Opportunities Directory.* Listed in the directory are all of the recognized occupational training programs in the Phoenix Metropolitan Area, both private and public. The first section contains 14 occupational clusters, and following each is a list of schools and agencies in which training is offered. The second section provides detailed information about the schools and agencies, and about the training offered by each. (See sample pages of this section on next page.)

In using the *Directory*, one can begin with the occupational cluster in which one is interested. For example, if it is training for a health occupation, one looks in the first section under that cluster, "Health Occupations." There are eight high schools listed, as well as five community colleges, three agencies under the Federal Government's Comprehensive Education and Training Act (CETA), two apprenticeship programs, nine private schools, and three universities or colleges.

If one is interested in a pos.-high school training program and simply wants to know opportunities in the Phoenix area one can go down the list under Health Occupations in the first section beginning with Post Secondary, and look up each school or agency in the appropriate division of the second section – Post Secondary Level, Comprehensive Employment and Training Act, etc.

Taken from – Training Opportunity Directories *for the Phoenix Metropolitan Area, Phoenix, Arizona.*



TRAINING PROGRAMS BY OCCUPATIONAL CLUSTER

7

OCCUPATIONAL CLUSTER	PROGRAM LEVEL	SCHOOL/AGENCY	COST/SUPPORT
Consumer & Homemaking Occupations Cont'd.	CETA Cont'd.	State Adult Services Department (Maricopa County Skill Center)	None
		State Vocational Education Department (Maricopa County Skill Center)	$90-100/Wk Support
	Apprenticeship	Meat Cutters JAC	2 yrs/Support Varies
	Proprietary	A-A-Arizona Institute of Dressmaking & Pattern Making	Cost Varies
Environmental Control Occupations	University, College & Special Schools	Arizona State University	Cost Varies
Fine Arts & Humanities	Apprenticeship	Roswell Bookbinding Co.	4 yrs/Support Varies
	Proprietary	Modern Schools	10 Lessons/$300
		Phoenix Center for Performing Arts	Cost Varies
		Roberto-Venn School of Luthiery	720 Hrs/$1,800
	University, College &	Arizona State University	Cost Varies
		Grand Canyon College	$45/Semester
Health Occupations	Secondary	Agua Fria High School	None
		Alhambra High School/Phx Union	None
		Apollo High School/Glendale	None
		Area Vocational School/Phx Union	None
		Buckeye High School	None
		Chandler High School	None
		Dysart High School	None
		Glendale High School	None
		Greenway High School/Glendale	None
		Marcos DeNiza High School/Tempe	None
		Mesa High School	None
		Paradise Valley High School	None
		Phoenix Union High School	None
		Scottsdale Vocational-Technical Center	None
		Tempe High School	None
		Thunderbird High School/Glendale	None
		Tolleson High School	None
		Washington High School/Glendale	None
		Westwood High School/Mesa	None

TRAINING PROGRAMS BY OCCUPATIONAL CLUSTER

8

OCCUPATIONAL CLUSTER	PROGRAM LEVEL	SCHOOL/AGENCY	COST/SUPPORT
Health Occupations Cont'd.	Post-Secondary	Glendale Community College	Varies
		Maricopa Technical College	Varies
		Phoenix College	Varies
		Scottsdale Community College	Varies
	CETA	City of Phoenix (Maricopa County Skill Center)	$90-112/Week Support
		State Adult Services Department (Maricopa County Skill Center)	
		State Vocational Education Department (Maricopa County Skill Center)	$90-100/Week Support
	Apprenticeship	Grove's Surgical Supports, Inc.	Varies
	Proprietary	Phoenix Limb Shop	3 yrs/Support Varies
		Apollo College of Medical & Dental Assistants	4 yrs/Support Varies
		Arizona College of Medical, Dental & Legal Careers	Cost Varies
		Biosystems Institute	Cost Varies
		Blair College of Medical & Dental Assistants	Cost Varies
		Bryman School	Cost Varies
		Institute of Medical & Dental Technology	Cost Varies
		Paramedical Institute	Cost Varies
		Scottsdale Education Center	Cost Varies
		Southwestern Preparatory School of Medical Assistants	Cost Varies
	University, College & Special Schools	Arizona State University	6½ mos./$950
		Grand Canyon College	Cost Varies
		American College of Natural Healing Sciences	Cost Varies
Hospitality & Recreation Occupations	Secondary	Agua Fria High School	Cost Varies
		Area Vocational School/Phx Union	None
		Chandler High School	None
		Cortez High School/Glendale	None
		Gilbert High School	None
		Marcos DeNiza High School/Tempe	None
		McClintock High School/Tempe	None

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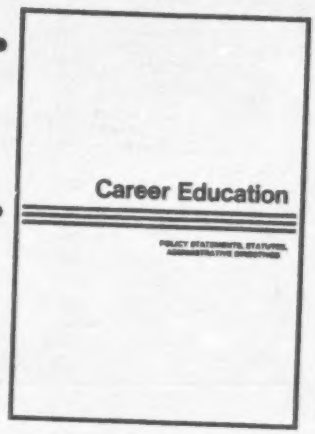
STATE BOARDS COMMUNICATE ON POLICY DEVELOPMENT

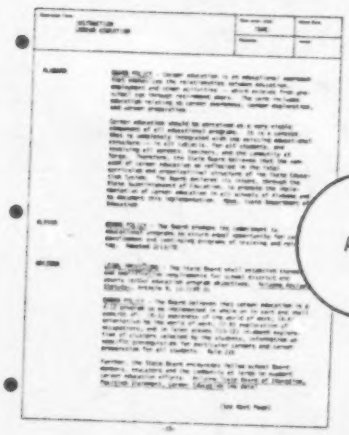
THE STATE OF THE STATES: STATE BOARDS AND CAREER EDUCATION

The National Association of State Boards of Education (NASBE) has developed a manual that will provide easily accessible basic information for state school board members on the state of the art in policy development for career education. Using a survey instrument, they have gathered information on all state board policies, state statutes, resolutions, action statements, and regulations related to career education. This information has been organized and codified and will serve as a resource for the best practices and action plans existing throughout the country.

This document will also serve as a basic reference tool for the six to eight state boards that NASBE is assisting to 1) clearly define career education in their states; (2) review the best practices in order to evaluate and approve policies; and 3) identify, develop and improve their functions related to career education.

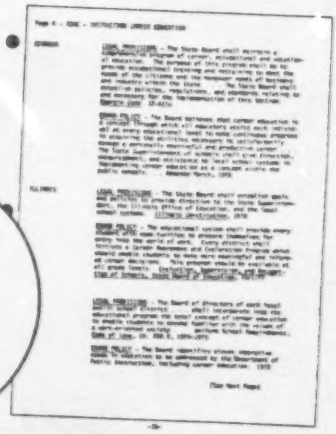


Adapted from: "Career Education: A Compilation of Education Policies, Rules, Regulations, and Statutes." NASBE, Washington, D.C.



ALASKA

BOARD POLICY - The Board pledges its commitment to educational programs to assure equal opportunity for career development and continuing programs of training and retraining. Adopted 2/13/78



IOWA

LEGAL PROVISIONS - The Board of Directors of each local public school district . . . shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society . . . Uniform School Requirements, Code of Iowa, Ch. 280.9, 1974-1975

BOARD POLICY - The Board identifies eleven imperative needs in education to be addressed by the Department of Public Instruction, including career education. 1970

IMPROVING STATE PLANNING IN CAREER EDUCATION

Guides For The Future

The Career Education Project of the Education Commission of the States (ECS) in Denver, Colorado, studied career education and its many implications for our system of education. Two publications resulted from this work: (1) "Career Education: An Analysis of Concerns" and (2) "State Legislation for Career Education: A Model Act."

In the first publication, information was gathered from resolutions, policy statements or expressed organizational philosophies from representative groups in business and industry, labor, education, government agencies/advisory councils, and special interest groups to assess how the concept of career education relates to each organization's goals and activities. One such statement follows:

CHAMBER OF COMMERCE OF THE UNITED STATES

"A vital aspect of formal school education is to prepare people for practical and suitable careers in jobs necessary and available in our society. Schools should develop programs which will eliminate the false dichotomy between the intellectual and the practical aspects of living and work.

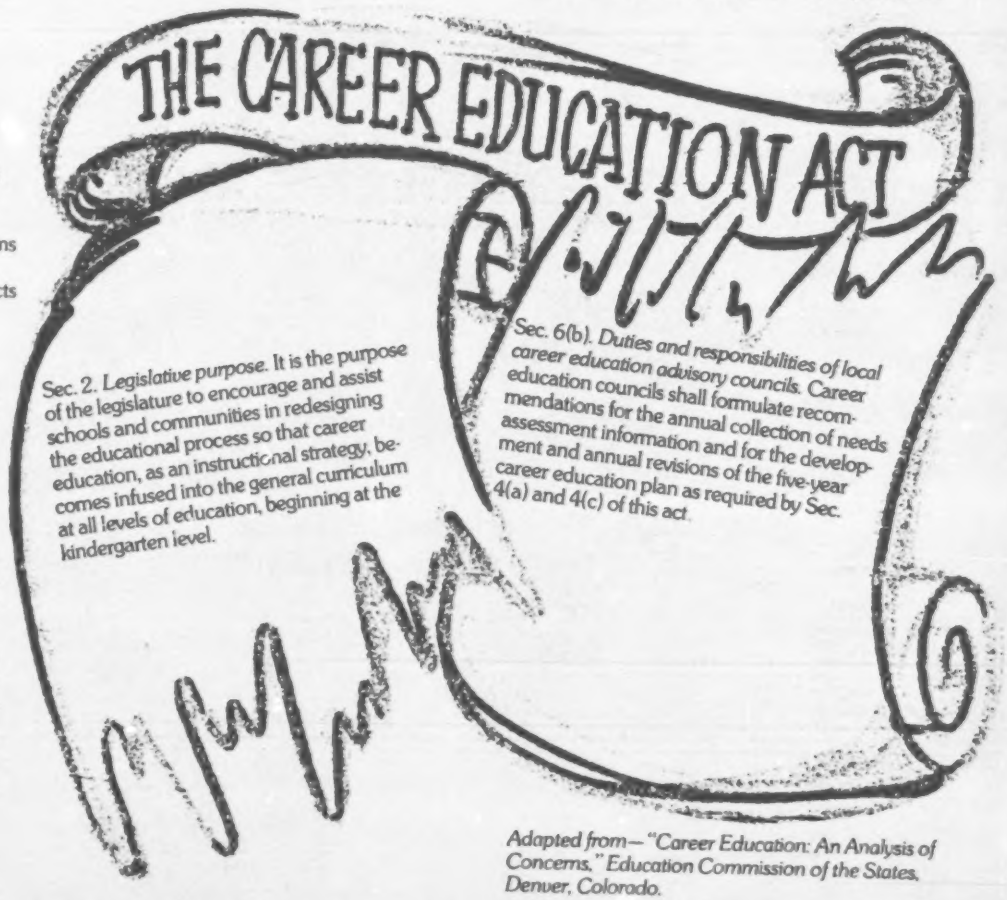
Every student moving through the public school system should develop knowledge and understanding about the world of work, beginning in elementary, continuing into secondary school and post-secondary education. Appropriate guidance and counseling programs should be established to assist young people in making wise career choices, and thus contribute to personal feelings of dignity and worth.

Limited Federal support is desirable in order to assist in and stimulate development of effective programs to train school administrators and teachers in the career education concept, to develop new curricula, to inform school guidance counselors and other staff members about the skills and attitudes that young job applicants must have to find and keep employment, and to assist in the placement function.

Businessmen and chambers of commerce should cooperate with boards of education, community colleges, technical institutes and colleges and universities to assist them in developing more relevant and authentic career education programs—programs that allow easy entry and exit by students. Businessmen should provide technical advice on career programs, curricula materials and equipment, and cooperative work programs.

Businessmen and chambers of commerce are urged to work with parents and other citizens to remove the negative bias toward programs which prepare young people for occupational pursuits. Pride in work of all kinds should be developed throughout the formal educative process."

The second publication identifies and discusses practical matters (cost, implementation, etc.) that concern career education and presents and analyzes a model law that is unambiguous and readable. The model law is designed to stimulate discussion among state policy makers. Some examples of the sections that were developed follow.


THE CAREER EDUCATION ACT
Sec. 2. Legislative purpose. It is the purpose of the legislature to encourage and assist schools and communities in redesigning the educational process so that career education, as an instructional strategy, becomes infused into the general curriculum at all levels of education, beginning at the kindergarten level.
Sec. 6(b). Duties and responsibilities of local career education advisory councils. Career education councils shall formulate recommendations for the annual collection of needs assessment information and for the development and annual revisions of the five-year career education plan as required by Sec. 4(a) and 4(c) of this act.

Adapted from—"Career Education: An Analysis of Concerns," Education Commission of the States, Denver, Colorado.

LOCATOR PAGES

ALABAMA
Dr. Robert Mayfield
Auburn University
School of Education, 3010 Haley Ctr.
Auburn, Alabama 36830

"Career Education Center for the Pre-Service and In-Service Training of Classroom Teachers"

Dr. Donald Casella
Birmingham Southern College
800 8th Avenue
Birmingham, Alabama 35205

"Marketable Flexibility—Career Education in a Liberal Arts College"

J. B. Wier
Pickens County Board of Education
Local School System
Elementary—Gr. K-12
P.O. Box 32
Carrollton, Alabama 35447

"Project CELL 1977-78 (Career Education for Livelihood and Leisure)"

ARIZONA
Carolyn Raymond
Mesa Unified School District
549 North Stapley Drive
Mesa, Arizona 85203

"Strengthening Education's Participation in the Work-Education Consortium Project"

Carolyn Raymond
Mesa Unified School District #4
Center for Career Development
549 North Stapley Drive
Mesa, Arizona 85203

"Model Career Education Accountability System"

Arthur Lee
Industry-Education Councils of America
Arizona Business Educ. Council
6502 N. 35th Avenue
Phoenix, Arizona 85017

"Industry Education Career Communications Model (IECCM)"

ARKANSAS
Dr. Donald Rye
University of Arkansas at Fayetteville, 117 Graduate Ed. Bldg.
Fayetteville, Arkansas 72701

"Career Education Leadership Interaction Teams (CELIT)"

Ms Doris Watson
Texarkana School District #7
College Hill Junior High School
Texarkana, Arkansas 75501

"Reducing Sex Stereotyping in Career Choices"

CALIFORNIA
Dr. Henry Weiss
Executive Vice President
Industry Education Council of CA
1575 Old Bayshore Highway
Burlingame, California 94010

"Demonstration of State-Level Consortia for Collaborative Efforts in Career Education"

Lucinda Kindred
Industry Education Council of CA
1575 Old Bayshore Highway
Burlingame, California 94010

"Processes for Change"

Ms Doreen Nelson
Center for City Building Education Programs
235 S. Westgate Avenue
Los Angeles, California 90049

"Infusion of Career Ed into the Mainstream University Learning Process through Interdisciplinary Teaching Modules"

Fran Burnford
University of Southern California
College of Continuing Education
University Park
Los Angeles, California 90007

"Implementing Career Education Communication Through Community Action Councils"

H. Wayne McDaniel
Monterey Peninsula Unified School District
P.O. Box 1031
Monterey, California 93920

"Incremental Improvement of K-12 Education Program"

Anita Mitchell
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

"Identification of Evaluated Exemplary Activities in Career Education (K-12)"

Dr. Sharlene Hirsch
Academy for Educational Devel., Inc.
473 Jackson Street
San Francisco, California 94111

"Mainstreaming Handicapped Students into Executive High School Internship Program"

COLORADO
Roger Duncan
201 E. Colfax Avenue
Denver, Colorado 80203

"Coordinated Community Business/Education Efforts in Career Education"

Gene Hensley
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

"Improved Career Education Policies Through the Collaborative Efforts of Business, Industry, Government, and Education"

Ms Carolyn Aitken
University of Denver (Col. Seminary)
College of Arts & Sciences
University Park
Denver, Colorado 80208

"Synthesizing the World of Work and the Liberal Arts in Higher Education"

Douglas Johnson
Colorado Department of Education
Career Education Resource Center
3647 South Santa Fe Drive
Englewood, Colorado 80110

"Colorado Career Education Resource Center"

Dr. Robert Blum
Career Education Coordinator
Jefferson County Public School District R-1
1209 Quail Street
Lakewood, Colorado 80215

"Career Exploration for Gifted and Talented Senior High School Students"

Dr. Robert Blum
Jefferson County Public Schools District R-1
1209 Quail Street
Lakewood, Colorado 80215

"Placement of Junior and Senior High School Students in Non-Traditional Career Exploration Experiences In the Community"

CONNECTICUT
Donald Simpson
Cooperative Educational Services
P.O. Box 2087, 11 Allen Road
Norwalk, Connecticut 06852

"Community Career Education Center Program"

DISTRICT OF COLUMBIA
Dr. Richard Wilson
American Association of Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

"Demonstrating Career Education in Community Colleges"

Dr. David Jesser
Director, Career Education Project
Council of Chief State School Officers
1201 16th Street, N.W.
Washington, D.C. 20036

"State Leadership in Implementing Career Education"

Juan Gutierrez
Inter-America Research Associates
1500 Wilson Blvd.
Suite 800
Rosslyn, Virginia 22209

"Conducting a Series of Mini-Conferences to Increase Collaborative Efforts in Career Education"

Wesley Apker
National Association of State Boards of Education
526 Hall of the States
444 N. Capitol Street
Washington, D.C. 20001

"Boardmanship for Career Education: A National Impact"

Stephen Kreimer
National School Boards Association
1056 Thomas Jefferson Street
Washington, D.C. 20007

"Communication of Career Education Philosophy, Methods, Activities, and Evaluation Results to Education Decision Makers"

FLORIDA
Clinton Rouse
Career Ed. Coordinator
Volusia County Schools
P.O. Box 1910
Daytona Beach, Florida 32015

"Special Partnership in Career Education"

Ernest Upthegrove
School Board of Dade County
1410 N.E. Second Avenue
Miami, Florida 33132

"Career Education Model for Handicapped Children"

Albert Thomas, Jr.
Jefferson County School Board
P.O. Box 499
Monticello, Florida 32344

"I Believe in Kids"

Dr. Margaret Ferqueron
Florida State Dept. of Education
Knott Building
Tallahassee, Florida 42304

"Consortium to Demonstrate and Replicate a Comprehensive Model for Senior High Schools"

Robert Reardon
Florida State University
106 Bryan Hall
Tallahassee, Florida 32306

"A Self-Directed Career Planning Program for the Visually Disabled"

GEORGIA
Joseph A. Williams
Fred Holt
University of Georgia
College of Education
Athens, Georgia 30602

"Career Education Staff Development for Teacher Educators"

Margaret Harper
Central Savannah River Area Cooperative Education Services
P.O. Box 868
Thomson, Georgia 32824

"CSRA CESA Project for Incremental Improvement"

IDAHO
Ellen Howard
School District #131
619 S. Canyon
Nampa, Idaho 83651

"World of Work"

ILLINOIS
Elaine F. Katz
Health, Education, Research, Inc.
3750 N. Lake Shore Drive
Chicago, Illinois 60613

"Career Education Service"

INDIANA
Dr. Barbara Moore
Purdue University
South Campus Court
Building F
West Lafayette, Indiana 47907

"The Professional Career Exploration Program for Minority and/or Low Income and Talented Students"

KENTUCKY
Judy White
Bowling Green Independent School District
Career Education Office
224 E. 12th Street
Bowling Green, Kentucky 42101

"Project to Effect Incremental Improvements in the Bowling Green, Kentucky K-12 Career Education Program"

Elwood Cornett
Kentucky Valley Education Coop.
Career Education Program
P.O. Box 1118
Hazard, Kentucky 41701

"Communicating Career Education for Rural Appalachia"

Mrs. Barbara Preli
Brown Education Center
Jefferson County Public Schools
4th and Broadway
Louisville, Kentucky 40202

"Educational Preparation for Involvement in Careers for Low Income Students"

Dr. Larry Marrs
Dr. Doris Helge
Murray State University
16th Street
Special Building
Murray, Kentucky 42071

"Infusing Career Ed for the Handicapped Through Total System Involvement"

LOUISIANA
Mrs. Gail Glapion
Urban League of Greater New Orleans
3200 St. Bernard Avenue
New Orleans, Louisiana 70119

"Urban League Street Academy (Career Awareness)"

MAINE
Dr. Charles W. Ryan
University of Maine
College of Education
Orono, Maine 04473

"University Based Career Education"

MARYLAND
Peter Vorac, Director
Center for Rehabilitation and Manpower Services
Room 3115 Jull Hall
University of Maryland
College Park, Maryland 20742

"Increasing Career Education and Career Opportunities"

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MASSACHUSETTS
Stephen Marcus
Lesley College
Graduate School of Education
164 Newbury
Boston, Massachusetts 02116

"Cultural Institutions and Career Education"

Dr. Alan J. Brightman
American Institutes for Research
22 Hilliard Street
Cambridge, Massachusetts 02138

"What's the Difference in Career Education"

Bob Sakakeeny
Suite 350
Mechanics Tower
Worcester, Massachusetts 01608

"Strengthening Education's Participation in the Work Education Project"

MICHIGAN
Dr. Adrian Tinsley
Grand Valley State Colleges
College of Arts and Sciences
Allendale, Michigan 49401

"Demonstrating Career Education in the Liberal Arts College (Model A)"

Dr. Daniel N. Behring
Alma College
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"Alma College Career Preparation Program"

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"Demonstrating Successful Career Education Practices K-12 in a Large Urban Setting"

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"Strengthening Education's Participation in the Work Education Consortium Project"

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"Enlisting Teachers in Infusing Career Ed (ENTICE)"

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"Demonstrating Career Education in the Liberal Arts College (Model B)"

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"Communicating a Comprehensive Suburban School-Community Career Education Program"

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"Demonstration of Successful State-level Consortia in the Field of Career Education"

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"Montana Effort for Collaborative Career-Ed Action (MECCA)"

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"Career Education Information Training and Instructional Materials System"

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"A Systematic Career Education Network for Dissemination (ASCEND)"

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"Career Education for 9th Graders in a Community College Setting"

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"Community-Based Career Education Advisory Councils"

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"From Dreams to Reality: A Career Awareness/Exploration Project"

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"Media Packages for Teacher Trainers"

NORTH CAROLINA
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"Technical Assistance in Evaluating Career Education Projects"

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"Upper Arlington City Schools Career Education Project"

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"High School Career Education Model"

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"A High School Internship Program in Career Education for the Gifted and Talented"

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"Strengthening Education's Participation in the Work-Education Consortium Project"

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"Career Education Diffusion System"

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"Demonstrate Incremental Improvements in a K-12 Career Ed Program"

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"Career Intern Program"

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"Career Education Program for the Talented"

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"Community Based Career Education for Gifted and Talented Students"

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"Demonstrating Successful Career Education Practices K-12 in a Large Urban Setting"

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"INTERACT"

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"A Project to Train Educators for Implementing Career Education Systematically"

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"BICEP: Promoting Interaction of School and Community"

Ken Olson
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"Home Based Career Education for Support of Pre-School Level"

VIRGINIA
Dr. Walter Turner/Dr. Ron Kowalski
American Association of School Administrators
Educational Planner
1801 North Moore Street
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"Career Education Capacity Building in Small School Districts"

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"Applying Experience Based Career Education to Handicapped Senior High Students"

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"Career Education Training and Retraining Model Project"

WASHINGTON
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"Career Education Teacher Training Corporation"

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"Wisconsin Career Education Consortium for Training and/or Retraining"